WRITING SKILLS (WS)

The Writing Skills (WS) requirement is to improve student writing proficiency across disciplines. Students in these courses will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester. This may be achieved through brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WS courses may also include multiple drafts, peer review, conferences or class discussions designed to improve writing skills. (A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered a writing skills course.)

The primary function of the WS designation is to indicate that the course will provide consistent and ongoing feedback on students' writing. Thus, the amount of writing should be substantial and well spaced, followed by timely evaluation and suggestions for improvement. Specifically, a WS course should require multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Because WS course instructors must pay attention to students’ writing skills as well as to their mastery of the content of the course, WS courses have a maximum enrollment of 19.

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

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

Cross-listings: AFR 104  HIST 104

Secondary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa’s role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent’s role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers’ biographies, and propaganda posters.

Requirements/Evaluation:  active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

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

Enrollment Limit:  15

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

Expected Class Size:  15

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

Distributions:  (D2)  (DPE) (WS)

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

AFR 104  (D2) HIST 104  (D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans
made these contributions spite of various and complex inequities.

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

Spring 2021
SEM Section: H1  MW 11:45 am - 1:00 pm  Benjamin Twagira

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

Cross-listings:  AFR 115  ENGL 115

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

Requirements/Evaluation:  Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

Prerequisites:  None.

Enrollment Limit:  14

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

Expected Class Size:  14

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

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 115  (D2)  ENGL 115  (D1)

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

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

Fall 2020
SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips

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

Cross-listings:  AFR 158  HIST 158

Secondary Cross-listing
This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

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

Requirements/Evaluation:  Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

Prerequisites:  first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10
Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 158 (D2) HIST 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

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

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Tyran K. Steward

AFR 167 (S) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AFR 167 HIST 167 AMST 167

Secondary Cross-listing
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.

Requirements/Evaluation: research paper, short writing assignments, class participation
Prerequisites: first-years and sophomores
Enrollment Limit: 19
Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

Spring 2021
SEM Section: R1 TR 9:45 am - 11:00 am Gretchen Long
AFR 207 (F) “Out of Africa”: Cinematic Por(Be)trayals of a Continent  (DPE) (WS)

Cross-listings: ARTH 207  AFR 207

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

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

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 207 (D1) AFR 207 (D2)

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

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

Attributes: ARTH post-1800 Courses GBST African Studies Electives

Fall 2020

TUT Section: RT1 TBA Michelle M. Apotsos

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

Cross-listings: AMST 202  AFR 209

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

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

**Requirements/Evaluation:** Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:** AMST 202 (D2) AFR 209 (D2)

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

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

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

Fall 2020

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

Spring 2021

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

SEM Section: R2    TR 11:30 am - 12:45 pm     Hossein Ayazi

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

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

**Secondary Cross-listing**

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

Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

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

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

Spring 2021
SEM Section: R1 W 1:10 pm - 3:50 pm Joy A. James

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

Cross-listings: AFR 359 AMST 356

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

Requirements/Evaluation: Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

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

Distributions: (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 359 (D2) AMST 356 (D2)

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

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

Attributes: AMST pre-1900 Requirement

Spring 2021
SEM Section: R1    WF 1:30 pm - 2:45 pm    Margaux L Kristjansson

AFR 390  (F)(S) Race, Identity, Nature  (DPE) (WS)
Cross-listings: ENVI 430  AFR 390  AMST 430

Secondary Cross-listing
From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

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

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

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

**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th

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

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Fall 2020

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

Spring 2021

SEM Section: R1  Cancelled

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**AMST 167  (S)  Let Freedom Ring? African Americans and Emancipation  (WS)**

**Cross-listings:** AFR 167  HIST 167  AMST 167

**Secondary Cross-listing**

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.

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

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

**Writing Skills Notes:** Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."

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

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Spring 2021

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

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**AMST 202  (F)(S)  Introduction to Racial Capitalism  (DPE)  (WS)**

**Cross-listings:** AMST 202  AFR 209

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

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

Requirements/Evaluation: Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%. Class will meet twice per week. Tu. meetings will be asynchronous and Th. meetings will be synchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion in small groups and as a class.

Prerequisites: none

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 202 (D2) AFR 209 (D2)

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

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

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

Fall 2020
SEM Section: R1  TR 9:45 am - 11:00 am  Hossein Ayazi

Spring 2021
SEM Section: R1  TR 9:45 am - 11:00 am  Hossein Ayazi
SEM Section: R2  TR 11:30 am - 12:45 pm  Hossein Ayazi

AMST 219  (S) Extreme Persuasions: The Far Right in the United States and Russia  (DPE) (WS)
Cross-listings: AMST 219 RUSS 218 WGSS 217

Primary Cross-listing

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

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Attributes: AMST Critical and Cultural Theory Electives

Spring 2021

SEM Section: H1 TR 11:30 am - 12:45 pm Alexandar Mihailovic

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

Cross-listings: AMST 310 WGSS 330 ENGL 302

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic
society.

**Class Format:** I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

**Requirements/Evaluation:** two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

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

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

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

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

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

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

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

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

Spring 2021

SEM Section: H1  TF 1:30 pm - 2:45 pm  Bethany Hicok

**AMST 333** (S) **An American Family and "Reality" Television** (WS)

**Cross-listings:** ARTH 310  WGSS 312  AMST 333

**Secondary Cross-listing**

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Class Format:** Remote seminar. The course will feature synchronous online class meetings.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

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

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2021

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

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

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

**Primary Cross-listing**

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

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

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

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

AFR 359 (D2) AMST 356 (D2)

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

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h
From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

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

**Requirements/Evaluation:** Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

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

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

**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such issues of difference, power, and equity, this course provides students with the necessary th
AMST 462 (F)  Art of California: Pacific Standard Time  (DPE) (WS)

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

Secondary Cross-listing

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

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

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

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2)  (DPE)  (WS)

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

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

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

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

Attributes: AMST Arts in Context Electives  AMST Space and Place Electives  ARTH post-1800 Courses  LATS Comparative Race + Ethnic Studies Electives
of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

Requirements/Evaluation: Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography or substantially revise an essay or critique they did during the semester.

Prerequisites: None

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

HIST 488 (D2) AMST 488 (D2)

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

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

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

Fall 2020

TUT Section: RT1 TBA Gretchen Long

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

Cross-listings: WGSS 138 ANTH 138

Secondary Cross-listing

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

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation
through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

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

Fall 2020
TUT Section: RT1 TBA Gregory C. Mitchell

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

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

**Primary Cross-listing**

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

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

**Requirements/Evaluation:** weekly tutorial papers and discussion

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

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

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

Fall 2020
TUT Section: HT1 TBA Kim Gutschow

**ARAB 109 (S) The Iranian Revolution** (DPE) (WS)

**Cross-listings:** ARAB 109 HIST 109

**Secondary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will
evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Attributes: HIST Group E Electives - Middle East

Spring 2021

TUT Section: HT1 TBA Magnús T. Bernhardsson

TUT Section: HT2 TBA Magnús T. Bernhardsson

ARAB 201 (F) Intermediate Arabic I (DPE) (WS)

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

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

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 12

Enrollment Preferences: If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

Difference, Power, and Equity Notes: Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.
ARAB 209 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 ENVI 208 COMP 234

Primary Cross-listing

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

Class Format: hybrid

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

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

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

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

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

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2021

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

ARAB 301 (F) Advanced Arabic 1 (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students’ listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students’ intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic and one variety of Colloquial Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

Requirements/Evaluation: active class participation, daily assignments, writing portfolio, presentations, quizzes, midterm exam, final exam
**Prerequisites:** ARAB 202

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors

**Expected Class Size:** 8

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

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

**Writing Skills Notes:** Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

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**Fall 2020**

**SEM Section: R1** TR 9:45 am - 11:00 am M 10:00 am - 11:15 am  Lama Nassif

**ARAB 302 (S) Advanced Arabic 2** (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

**Class Format:** course offered remotely

**Requirements/Evaluation:** quizzes, exams, presentations, papers, midterm examinations, and projects

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 19

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

**Expected Class Size:** 6

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

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

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

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

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**Spring 2021**

**LEC Section: R1** TR 11:30 am - 12:45 pm M 11:45 am - 1:00 pm  Amal Eqeiq

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

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

**Primary Cross-listing**

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

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

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

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

**Attributes:** JWST Core Electives

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

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

**Secondary Cross-listing**

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

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

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021
SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

ARAB 401 (F)(S) Topics in Advanced Arabic: Contemporary Arab Cinema (DPE) (WS)
The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: The course will be offered remotely (Final course format to be determined closer to the semester)
Requirements/Evaluation: class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.
Prerequisites: ARAB 302 or equivalent.
Enrollment Limit: 19
Enrollment Preferences: if the course is overenrolled, preference will be given to Arabic majors.
Expected Class Size: 5-7
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

Difference, Power, and Equity Notes: The students will engage in an exploration of social, political, and economic realities in Arab societies. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in these societies as positioned in a region torn by political, social, and religious conflicts.
Attributes: FMST Core Courses

Fall 2020
SEM Section: H1 MW 1:30 pm - 2:45 pm Brahim El Guabli

Spring 2021
ARAB 408 (F) Appropriating History. Who Owns the Past? (DPE) (WS)

Cross-listings: HIST 489 ARAB 408

Secondary Cross-listing

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

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

Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

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

Enrollment Limit: 10

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

Expected Class Size: 8

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

Distributions: (D2) (DPE) (WS)

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

HIST 489 (D2) ARAB 408 (D2)

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

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

Attributes: HIST Group E Electives - Middle East

Fall 2020

TUT Section: RT1 TBA Magnús T. Bernhardsson

ARTH 207 (F) "Out of Africa": Cinematic Portrayals of a Continent (DPE) (WS)

Cross-listings: ARTH 207 AFR 207

Primary Cross-listing

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

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

**Requirements/Evaluation:** targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

ARTH 207 (D1) AFR 207 (D2)

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

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

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

Fall 2020

TUT Section: RT1  TBA  Michelle M. Apotsos

**ARTH 218  (S) From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe  (WS)**

**Cross-listings:** REL 284  WGSS 284  ARTH 218

**Primary Cross-listing**

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

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

**Prerequisites:** None
Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D1) (WS)

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

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

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

Attributes: ARTH pre-1800 Courses

Spring 2021

TUT Section: RT1 TBA Peter D. Low

ARTH 301 (F) Methods of Art History (WS)

This course on the methods and historiography of art history offers art-history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; the materiality of art; race, gender, and sexuality; the global scope of art and art history.

Class Format: In the fall of 2020, this course will be taught in a mixed, tutorial-and-discussion format. Students will meet in tutorial pairs to discuss their papers once per week, and will meet all together once per week to discuss the context and background of the assigned readings. Meetings of the entire class will be online and synchronous; meetings of individual tutorial groups will be either online or in person, depending on circumstances. Museum visits are possible depending on circumstances.

Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word revision of an earlier paper. Participation in class discussion. Attendance.

Prerequisites: any prior ARTH course (one or more 100-level ARTH course[s] recommended) or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: The course is limited to art-history majors (and required of them). If the course is over-enrolled, preference will be given to senior art-history majors, then juniors. Second-year students planning to major in art history can enroll with permission.

Expected Class Size: 19

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

Unit Notes: Satisfies the ARTH 301 requirement for the art-history major. Will satisfy the methods/junior seminar requirement for the history/studio major, but students wishing to do so must have permission of instructor to enroll.

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they revise one of the short papers into a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Guy M. Hedreen

ARTH 310 (S) An American Family and “Reality” Television (WS)

Cross-listings: ARTH 310 WGSS 312 AMST 333

Primary Cross-listing
**An American Family** was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the “American dream.” Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Class Format:** Remote seminar. The course will feature synchronous online class meetings.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

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

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

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

ARTH 310 (D1)  WGSS 312 (D2)  AMST 333 (D2)

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

**Attributes:** AMST Arts in Context Electives  ARTH post-1800 Courses  FMST Core Courses

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**ARTH 331  (S) Michelangelo: Self and Sexuality**  (WS)

**Cross-listings:**  ARTH 331  WGSS 335

**Primary Cross-listing**

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice—from painting to poetry—wrestles with them in countless, fascinating ways. Students’ writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

**Class Format:** Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

**Requirements/Evaluation:** Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

**Prerequisites:** Any ARTH course

**Enrollment Limit:** 10

**Enrollment Preferences:** ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option
Distributions: (D1) (WS)

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

ARTH 331 (D1) WGSS 335 (D2)

Writing Skills Notes: Tutorial

Attributes: ARTH pre-1800 Courses

Spring 2021

TUT Section: HT1 TBA Stefanie Solum

ARTH 420 (F) Architecture and Sustainability in a Global World (WS)

Cross-listings: ARTH 420 GBST 420 ENVI 420

Primary Cross-listing

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. 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: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

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

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

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

Distributions: (D1) (WS)

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

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Michelle M. Apotsos

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

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

Primary Cross-listing

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

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

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

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

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

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

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

Fall 2020

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

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

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

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

Requirements/Evaluation: Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.

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

Enrollment Limit: 10

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

Expected Class Size: 10
Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

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

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

Attributes: ARTH post-1800 Courses

Fall 2020
SEM Section: R1  M 1:30 pm - 3:30 pm  Cecilia Aldarondo

ARTH 538  (F)  Realms of Earth and Sky: Indian Painting, ca. 600-1857  (WS)
On the basis of technique, Indian painting forms a continuum from the beginning of the first millennium down to the mid-nineteenth century: an outline in ink filled with flat, opaque colors which are burnished between each layer to give them opacity. In its media, its subject matter, regional variation, range of patronage, and artistic virtuosity, it displays startling diversity. From the northern Himalayan hills to Mysore in the south, artists, often working in family workshops for royalty, priests and wealthy merchants, have adorned caves and temples, illustrated books, and created lavish albums with themes ranging from the sacred to the secular. The study of Indian painting itself is a vast, evolving body of literature that continues to oscillate between discussions of artistic style and a concentration on content and context. The aim of this seminar is twofold: to outline the development of Indian painting historically; and to understand the political, social and religious circumstances that produced some of the greatest masterworks in Indian art. How was Indian painting used? Who were the patrons? How does the art form reflect the particular cultural values of its time? As an analytic framework, the seminar will consider Indian miniature painting both in light of primary literary sources as well as through current scholarship.

Requirements/Evaluation: Class participation. Short weekly responses. Final 15- to 20-page paper to be developed with the instructor throughout the semester.

Prerequisites: none, open to all students

Enrollment Limit: 19

Enrollment Preferences: graduate students, undergraduate art majors

Expected Class Size: 8

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will submit short written assignments weekly. They will also be required to submit a final paper which they will develop throughout the semester. Students will receive comments and suggestions from the instructor on their writing skills.

Fall 2020
SEM Section: H1  R 1:30 pm - 3:30 pm  Murad K. Mumtaz

ARTH 562  (F)  Art of California: Pacific Standard Time  (DPE) (WS)
Cross-listings: ARTH 462  AMST 462  ARTH 562  LATS 462

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

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.
Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D2)

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

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

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

Fall 2020

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

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

Cross-listings: GBST 117 HIST 117 ASST 117

Secondary Cross-listing

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 as 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.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 12

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

Expected Class Size: 8-10

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

Distributions: (D2) (WS)

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

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

Attributes: GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia
Spring 2021  
SEM Section: R1  TR 11:30 am - 12:45 pm  Aparna Kapadia

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

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

**Secondary Cross-listing**

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

**Class Format:** remote instruction

**Requirements/Evaluation:** active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Materials/Lab Fee:** books and course packet.

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

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

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

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

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

Spring 2021
ASST 269  (F)  Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience  (DPE)  (WS)

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

Secondary Cross-listing

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

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

Requirements/Evaluation:  weekly tutorial papers and discussion

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

Enrollment Limit:  10

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

Expected Class Size:  10

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

Distributions:  (D2)  (DPE)  (WS)

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

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

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

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

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

Fall 2020

TUT Section: HT1  TBA  Kim Gutschow

ASST 391  (S)  When India was the World: Trade, Travel and History in the Indian Ocean  (DPE)  (WS)

Cross-listings:  GBST 391  ASST 391  HIST 391

Secondary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a
strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12

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

Distributions: (D2) (DPE) (WS)

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

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe’s discovery of ‘new worlds’. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Spring 2021

SEM Section: R1 TR 8:30 pm - 9:45 pm Aparna Kapadia

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

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

Secondary Cross-listing

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

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

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

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

Enrollment Limit: 10

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

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 412 (D2) REL 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

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

Attributes: HIST Group B Electives - Asia

Fall 2020

TUT Section: RT1 TBA Aparna Kapadia

ASTR 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: STS 240 ASTR 240 HSCI 240 LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 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); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 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); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

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

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 240 (D2) ASTR 240 (D3) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Fall 2020
ASTR 317  (S)  Current topics in Planetary Geology  (WS)

Cross-listings:  GEOS 317  ASTR 317

Secondary Cross-listing

We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth's moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.

Class Format: Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

Requirements/Evaluation: Evaluation is based on written papers, critiques, and discussion.

Prerequisites: GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences and Astronomy majors and prospective majors

Expected Class Size: 6

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

Distributions: (D3) (WS)

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

GEOS 317 (D3) ASTR 317 (D3)

Writing Skills Notes: This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

Attributes: GEOS Group C Electives - Solid Earth

Spring 2021

SEM Section: HT1  Cancelled

BIMO 401  (S)  Topics in Biochemistry and Molecular Biology  (WS)

This tutorial 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: two hours per week

Requirements/Evaluation: biweekly papers, tutorial presentation and discussion, and a final paper

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

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

Distributions: (D3) (WS)

Writing Skills Notes: The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write biweekly literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each
week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date

Attributes: BIMO Required Courses

Spring 2021
TUT Section: HT1   TBA   Amy Gehring

BIOL 219  (F) Dangerous Exposures: Environment, Immunity, and Infectious Disease  (WS)
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.

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

Prerequisites: BIOL 101 and 102

Enrollment Limit: 10

Enrollment Preferences: sophomores who have taken BIOL 202, students interested in public health

Expected Class Size: 10

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

Distributions: (D3) (WS)

Writing Skills Notes: We work deliberately throughout the semester on writing skills including construction of a written argument and logical flow as well as mechanics. Students write six 4-5-page papers, alternating weekly between papers and written critiques of their partner's writing. Based on substantive feedback from the instructor as well as their partner, students revise and resubmit two of their six papers.

Attributes: PHLH Biomedical Determinants of Health

Fall 2020
TUT Section: HT1   TBA   Lois M. Banta

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

Cross-listings: WGSS 127  CHIN 427  ASST 127

Primary Cross-listing

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

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

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

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

Spring 2021
TUT Section: RT1 TBA Li Yu

CMAJ 498 (S) Independent Study: Contract Major (DPE) (WS)
Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

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

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Distributions: No divisional credit (DPE) (WS)

Spring 2021
IND Section: H2 TBA Brahim El Guabli

COMP 109 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)

Cross-listings: COMP 109 GERM 110
Secondary Cross-listing

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful
popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states’ differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (Coded Message for the Boss, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (The Lost Honor of Katharina Blum, 1975; Knife in the Head, 1978) the afterlives of former terrorists who were offered new identities as ‘ordinary’ East Germans (The legend of Rita, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (Es ist nicht vorbei, Anderson). We will also discuss popular film representations of spying in Lives of Others (2007) and Bridge of Spies (2015), and selected episodes from the popular TV-series Germany 83 and 86 (2018). Literature will likely include: Thomas Brasch, The Sons Die Before the Fathers (1977), Christa Wolf, What Remains (1993), Monika Maron, Flight of Ashes (1981), Heinrich Büll, The Lost Honour of Katharina Blum (1974). All texts in English, films have English subtitles.

Class Format: Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

Requirements/Evaluation: 5 5-page tutorial papers and 2-page responses (in English)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First Years, in groups of 3 students.

Expected Class Size: 12

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

Distributions: (D1) (WS)

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

COMP 109 (D1) GERM 110 (D1)

Writing Skills Notes: This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Fall 2020
TUT Section: RT1    TBA    Helga Druxes

COMP 111 (F)(S) The Nature of Narrative  (WS)

Cross-listings: ENGL 120  COMP 111

Primary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and workings of narrative using texts from a wide range of literary traditions, media, and genres. Readings may include Western and Asian classics (Homerian epic, The Tale of Genji, medieval Chinese narrative), novelistic fiction ranging from nineteenth-century realism to postmodern experimentation (Tolstoy, Garcia-Marquez, Toni Morrison), and visual literature from film and drama to graphic memoir (Mizoguchi Kenji, David Mamet, Art Spiegelman, 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: The spring section of this class will have a hybrid format to the extent possible given conditions on campus and student enrollment. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: Students considering a major in Comparative Literature

Expected Class Size: 15

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

Distributions: (D1) (WS)

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

ENGL 120 (D1) COMP 111 (D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Attributes: FMST Related Courses

Fall 2020
SEM Section: H1 WF 1:30 pm - 2:45 pm Christopher A. Bolton
SEM Section: H2 MR 1:30 pm - 2:45 pm Christopher A. Bolton
SEM Section: R3 WF 1:30 pm - 2:45 pm Sarah M. Allen

Spring 2021
SEM Section: H1 TR 11:30 am - 12:45 pm Sarah M. Allen

COMP 117 (S) Introduction to Cultural Theory (WS)

Cross-listings: ENGL 117 COMP 117

Secondary Cross-listing

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 Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

Prerequisites: none

Enrollment Limit: 14

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

Expected Class Size: 14

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

Distributions: (D1) (WS)

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

ENGL 117 (D1) COMP 117 (D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Attributes: AMST Critical and Cultural Theory Electives

Spring 2021
First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.

Class Format: remote

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Expected Class Size: 10

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

Distributions: (D1) (WS)

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

COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021

TUT Section: RT1 TBA Julie A. Cassiday

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

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or
Enrollment Limit: 14

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

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 228 (D1) COMP 230 (D1)

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

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

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

Fall 2020

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

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

Cross-listings: ARAB 209 ENVI 208 COMP 234

Secondary Cross-listing

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

Class Format: hybrid

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

Expected Class Size: 14

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

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

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

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2021
SEM Section: H1  MW 10:00 am - 11:15 am  Brahim El Guabli

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

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

**Primary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between
cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle
East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and
Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high
coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse.

Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of
this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this
interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo
Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** This will be an hybrid course. Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

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

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

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

GBST 244  (D2) COMP 244  (D1)

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

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

Spring 2021
SEM Section: H1  TF 1:30 pm - 2:45 pm  Michele Monserrati

**COMP 251 (F) Dolls, Puppets and Automatons (WS)**

**Cross-listings:** GERM 251  COMP 251

**Primary Cross-listing**

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later
in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human
society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as
uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their
haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund
Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. Conducted in English.

Class Format: This seminar will be taught online.

Requirements/Evaluation: active class participation, oral presentations on the reading materials, three 5- to 8-page papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature

Expected Class Size: 12

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

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GERM 251 (D1) COMP 251 (D1)

Writing Skills Notes: Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

Attributes: FMST Related Courses

Fall 2020
SEM Section: R1 MW 11:45 am - 1:00 pm Christophe A. Kone

COMP 304 (S) Confusion of Tongues and Intermediate Areas: Ferenczi, Winnicott, and Literature (WS)

In a reference to the story of Babel, Hungarian psychoanalyst Sandor Ferenczi (1873-1933) described in poignant detail the operation of sexual abuse in terms of a profound disjunction on the level of language, in the broadest sense--a problem of translation, so to speak. Indeed, Ferenczi dedicated his entire life to learning the language of his patients' trauma in all its nuances, making himself vulnerable in multiple ways in the process. D. W. Winnicott (1896-1971), too, immersed himself in the lives of his patients, many of them children or adults who had grown up experiencing the understanding and displacement of wartime England. The theories of these two psychoanalysts, much less known in the humanities than Freud, Lacan, or Klein, dovetail in significant ways with the workings of literature. In this course, we will investigate the ways in which the spaces, configurations, and dynamics of literature from several national traditions align with Ferenczi's explorations of the "confusion of tongues," as well as Winnicott's interest in the "intermediate area of experiencing, to which interior reality and external life both contribute." Texts may include, in addition to articles by Ferenczi and Winnicott, work by Kafka, Kincaid, Baldwin, Bachmann, Bechdel, and others. Modified tutorial format, with groups of three students meeting weekly with the instructor.

Requirements/Evaluation: Requirements: Active participation, four 5-page papers, two portfolio introductions, four 1-2 page responses, one final project. Evaluation: Tutorial papers will receive extensive comments, but no grade; the portfolios and the final project will be graded. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final grade will be determined by the overall trajectory of the student's learning.

Prerequisites: one college literature course

Enrollment Limit: 18

Enrollment Preferences: majors or prospective majors in Comparative Literature

Expected Class Size: 15

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

Distributions: (D1) (WS)

Writing Skills Notes: Modified tutorial (3 on 1). Students will write four five-page papers, grouped into two portfolios, and will prepare 1-2-page portfolio introductions. They will also produce a final project that is a synthesis of their ideas throughout the semester. Finally, they will be required to write formal responses to their partners' papers.

Spring 2021

SEM Section: H1 TBA Gail M. Newman
"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of the Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Students may take the tutorial in either German or English; groups will be formed accordingly.

**Class Format:** The class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues. Students can take the course in German or English (or a combination of the two), and groups will be formed accordingly.

**Requirements/Evaluation:** Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** For German speakers: GERM 202 or the equivalent preferred, though students with less experience should contact the instructor. For students taking the course in English: one college literature course.

**Enrollment Limit:** 15

**Enrollment Preferences:** German students, majors or potential majors in Comp Lit or German

**Expected Class Size:** 15

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

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

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

COMP 316 (D1) GERM 315 (D1)

**Writing Skills Notes:** The course has a modified tutorial format, with groups of three meeting weekly instead of pairs. Each student will write three 5-page papers plus three 1-2-page responses during the semester, and will prepare a final project. Each paper will receive extensive feedback from the instructor.

Fall 2020

SEM Section: H1   TBA   Gail M. Newman

**COMP 343 (S) Shakespeare on Page, Stage and Screen: Text to Performance** (WS)

**Cross-listings:** THEA 340  ENGL 345  COMP 343

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

**Class Format:** This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to
in-person and/or hybrid meetings as warranted.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 14

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 14

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

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

Writing Skills Notes: Three papers ranging from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

Attributes: ENGL Literary Histories A

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm James L. Pethica

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

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

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 268 (D2) ARAB 363 (D1) JWST 268 (D2) COMP 363 (D1)
Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

Attributes: JWST Core Electives
DANC 302  (F) Moving Words, Wording Dance  (DPE) (WS)

Cross-listings:  DANC 302  ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation:  Each student will write three 5- to 6- page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites:  none

Enrollment Limit:  15

Enrollment Preferences:  Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size:  10

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

Distributions:  (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 302 (D1) ENGL 335 (D1)

Writing Skills Notes:  Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes:  The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1  MR 3:15 pm - 4:30 pm  Munjulika Tarah

ECON 214  (S) The Economics and Ethics of CO2 Offsets  (WS)

Cross-listings:  POEC 214  ENVI 212  ECON 214

Primary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets
compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2021

TUT Section: RT1 TBA Ralph M. Bradburd

ECON 374 (F) Poverty and Public Policy (WS)

Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy such as: What are the goals of the policy and does the policy achieve them? Does the design of the policy lead to unintended effects (either good or bad)? What are the trade-offs inherent in the policy's design? Could the policy be redesigned to achieve its goals more effectively? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: POEC 253 or ECON 255 or STAT 346 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors, Political Economy majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 5- to 7-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 2- to 3-page critiques of their partners' papers. Midway through the semester, each student will revise one of their first three papers.

Attributes: JLST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Fall 2020

TUT Section: HT1 TBA Lara D. Shore-Sheppard
ENGL 104 (S) Creative Non-fiction (WS)
In this course we will read some of the most prominent practitioners of creative non-fiction—writers like John McPhee, Joan Didion, Malcolm Gladwell, Susan Orlean, Ta-Nehisi Coates, Michael Pollan, Zadie Smith and Oliver Sacks. Students will also write in a variety of non-fiction modes—explainers, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.

Class Format: workshop
Requirements/Evaluation: four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: Four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021
SEM Section: R1  MR 1:30 pm - 2:45 pm  John E. Kleiner

ENGL 110 (F) Ruined America: New American Dystopian Novels (WS)
Dystopian novels have become commonplace. But why now? Why do we seem to be experiencing a heightened anxiety over apocalypse? We will consider two types of dystopian visions—those that present a post-apocalyptic world, and those that conjure up wrecked societies out of current evils. Both types present the world we know now as either lost or full of losers. As we visit a variety of recently imagined American dystopias, we will focus on the ethical dilemmas imposed by prospects of our diminished state: the inevitable issues of class, and the divisions of race and gender; the prospects of anarchy and political oppression; and the threat of technology to our identity and our environment. The class will also focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays.

Class Format: The course will be taught remotely.
Requirements/Evaluation: Two five-page essays, and one final 10-page essay, as well as several short writing assignments. Active seminar participation.
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: First-year students
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: The class is primarily design as a writing intensive. I plan on assigning two five-page essays and one 8-10 page essay. The shorter essays will be graded with comments, and either be peer reviewed, or short passages will be selected for class discussion and revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses

Fall 2020
SEM Section: R1  MWF 8:15 am - 9:30 am  Alan W. De Gooyer

ENGL 111 (S) Poetry and Politics (WS)
"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. 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 and appreciators of poetry, and better readers and writers of argumentative prose.

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 14

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

Expected Class Size: 14

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will write 5 essays total. After each essay, students meet individually with the professor to discuss their writing and plan specific improvements in their writing skills. Two of the essays will be revised after peer-review tutorials.
The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how—and with what effects—poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

**Class Format:** This course will be taught remotely.

**Requirements/Evaluation:** 4 or 5 papers, of varying lengths, spaced throughout the term (about 15-20 pages total); detailed feedback will be provided on each paper, along with opportunities for revision. There will be no examinations in this course.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students and then sophomores who have not yet taken a 100-level course in English

**Expected Class Size:** 12

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

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

**Writing Skills Notes:** There will be 4-5 papers assigned, spaced evenly throughout the term, ranging in length from 1-2 pages to about 5 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper. At least two classes during the term will be specifically devoted to issues related to paper writing.

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

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

**Primary Cross-listing**

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

**Requirements/Evaluation:** Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

**Prerequisites:** None.

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

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

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

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

AFR 115 (D2) ENGL 115 (D1)

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

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

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Fall 2020

SEM Section: R1  MW 10:00 am - 11:15 am  Rowan Ricardo Phillips
ENGL 116  (F)(S) The Remix: Adaptation and Revelation  (WS)

This course explores the ideas of remaking and adaptation. We examine twentieth and twenty-first-century fiction, poetry, film, and hybrid texts that interact with subject matter stretching from Greek mythology to New World castaway stories to global pandemics. What is the nature of the work they attempt? What is lost and gained in these re-visions? In response to these questions, emphasis is placed on critical reading and writing (and rewriting), as well as on research skills. Works considered throughout the term come from, among others, Jorge Luis Borges, Anne Carson, J.M. Coetzee, Alfonso Cuarón, and Natasha Trethewey.

Class Format: remote

Requirements/Evaluation: at least 20 pages of writing; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 14

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

Expected Class Size: 14

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

Distributions: (D1)  (WS)

Writing Skills Notes: Students will do at least 20 pages of writing (4 papers) and will be required to significantly revise one paper. Students will also provide two detailed editorial responses to the work of another student. Significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Fall 2020
SEM Section: R1   MWF 8:15 am - 9:30 am   Ricardo A Wilson

Spring 2021
SEM Section: R1   MWF 8:15 am - 9:30 am   Ricardo A Wilson

ENGL 117  (S) Introduction to Cultural Theory  (WS)

Cross-listings: ENGL 117  COMP 117

Primary Cross-listing

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 Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

Prerequisites: none

Enrollment Limit: 14

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

Expected Class Size: 14

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

Distributions: (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 117 (D1) COMP 117 (D1)

Writing Skills Notes: Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

Attributes: AMST Critical and Cultural Theory Electives

Spring 2021
SEM Section: R1  TF 1:30 pm - 2:45 pm  Christian Thorne

ENGL 120 (F)(S) The Nature of Narrative (WS)
Cross-listings: ENGL 120 COMP 111

Secondary Cross-listing

Narrative--storytelling--is a fundamental human activity. Narratives provide us with maps of how the world does or should or might work, and we make sense of our own experiences through the narratives we construct ourselves. This course examines the nature and workings of narrative using texts from a wide range of literary traditions, media, and genres. Readings may include Western and Asian classics (Homerian epic, The Tale of Genji, medieval Chinese narrative), novelistic fiction ranging from nineteenth-century realism to postmodern experimentation (Tolstoy, Garcia-Marquez, Toni Morrison), and visual literature from film and drama to graphic memoir (Mizoguchi Kenji, David Mamet, Art Spiegelman, 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: The spring section of this class will have a hybrid format to the extent possible given conditions on campus and student enrollment. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Students considering a major in Comparative Literature

Expected Class Size: 15

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

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 120 (D1) COMP 111 (D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

Attributes: FMST Related Courses

Fall 2020
SEM Section: H1  WF 1:30 pm - 2:45 pm  Christopher A. Bolton
SEM Section: H2  MR 1:30 pm - 2:45 pm  Christopher A. Bolton
SEM Section: R3  WF 1:30 pm - 2:45 pm  Sarah M. Allen

Spring 2021
SEM Section: H1  TR 11:30 am - 12:45 pm  Sarah M. Allen

ENGL 138 (S) What is a Self? Investigations in Literature, Philosophy, and Psychology (WS)

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? 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 scientists have argued in their own different ways 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 (even escape it!). Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we'll study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, and Ruth Ozeki's *A Tale for the Time Being*, and theoretical writings on the self by Plato, Thoreau, and Jean-Paul Sartre among others. 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:** This seminar will be taught as a hybrid seminar. About once a week, the entire class will meet as a group (on Zoom, most likely). The rest of the time we'll meet in smaller (7 student) discussion groups (in-person, with remote students participating via Zoom). Details of the format can't be worked out until registration is done, but this is the general plan.

**Requirements/Evaluation:** four essays totaling 16 pages; active class participation; participation in other short writing assignments (there will be lots of free writing!)

**Prerequisites:** none

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

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

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

**Writing Skills Notes:** Four essays (ranging in length from 3-6 pages long) in multiple drafts, adding up to 16 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2021

**SEM Section: H1**  MWF 8:15 am - 9:30 am    Bernard J. Rhie

**ENGL 156 (S) New American Fiction** (WS)

The goal of this course is to teach you how to write a clear, 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, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American fiction, examining the very, very recent (last thirty years) developments in American fiction. We will read short stories and novels by writers such as Danielle Evans, George Saunders, Kali Fajardo-Anstine, Mary Robison, Karen Russell, ZZ Packer, among others.

**Class Format:** This course will be fully remote and structured as a seminar/tutorial hybrid. We'll mix whole-group meetings with small group sessions of 4 students.

**Requirements/Evaluation:** Active participation, written and verbal comments on published and peer work, five essays (2-5 pages each, most in multiple drafts, including a final radical revision of an essay of the student's choice).

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** First-Year students

**Expected Class Size:** 12

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

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

**Writing Skills Notes:** Five essays ranging from 2-5 pages each, most in multiple drafts. Students will receive extensive written comments on their writing skills, with suggestions for improvement, and may choose to meet with the professor individually outside of class as often as they'd like. Students will also comment (verbal and written) on published work and their peers’ drafts, operating under the assumption that becoming a better writer involves becoming a better reader.

Spring 2021

**SEM Section: R1**  MWF 8:15 am - 9:30 am    Karen L. Shepard

**SEM Section: R2**  MW 10:00 am - 11:15 am    Karen L. Shepard
ENGL 158 (S) Expository Writing: Contemporary Linked Stories (WS)

In this expository writing and writing intensive course, we will read and write about several collections of linked short stories about altered states of mind and body, immigrant experiences, and the magic of everyday life. We will examine linked stories as a form organizing narratives that can stand alone, but that resonate powerfully with one another, sharing themes, settings, and sometimes even characters. Texts may include Denis Johnson's *Jesus' Son*, Jumma Lahiri's *Interpreter of Maladies*, Junot Díaz's *Drown*, Helen Oyeyeme's *What Is Not Yours Is Not Yours*, Carmen Machado's *Her Body and Other Parties*, Amy Bonnaffons's *The Wrong Heaven*, and Ruth Joffre's *Night Beast*. Class time will be split nearly equally between analysis of the assigned texts and active work with student writing including freewriting, rewriting, sentence and paragraph workshops, peer editing, and writing strategy sessions.

**Class Format:** This course will meet remotely in Spring 2021

**Requirements/Evaluation:** 4 or 5 two-page papers, two with required revisions; 4 five-page papers, all with required revisions; discussion participation; attendance.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First preference goes to first-year students who have not received a 5 on AP LITERATURE or a 6 or 7 on the IB. Additional rules via English Department Website.

**Expected Class Size:** 12

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

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

**Writing Skills Notes:** This course is dedicated to the teaching of college-level expository writing. Students will complete several assignment sequences that build from 2-page response papers to 5-page argumentative essays and that include required revisions at multiple stages. About half the class time will be spent discussing and practicing writing strategies and mechanics.

**Attributes:** ENGL Literary Histories C

Spring 2021

SEM Section: R1  TR 6:45 pm - 8:00 pm  Ezra D. Feldman

ENGL 161 (F) Metafiction (WS)

This course will examine ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Octavia Butler, Kelly Link, Paul Park, and others. Ultimately, we will use the study of metafiction to focus a larger inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing.

**Class Format:** online discussion

**Requirements/Evaluation:** several short exercises; four or five papers of increasingly complexity, totaling 22 pages; consistent attendance and participation; a love of reading, and a willingness to reread

**Prerequisites:** none

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

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

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

**Writing Skills Notes:** Students write five essays with considerable feedback from the instructor.

Fall 2020

SEM Section: R1  TF 1:30 pm - 2:45 pm  Shawn J. Rosenheim
ENGL 203 (S) The Uses of Shakespeare (WS)

The plays of Shakespeare have a performance history that is exceptionally rich and strange. In this course we will read several of the plays and look at some of the ways they have been re-imagined and restaged. We will consider the origin of the plays as popular entertainment—competing for an audience against bear-baitings and public executions. We will consider their transformation into canonical texts and their de-canonization in parodies like Dogg's Hamlet and Drunk Shakespeare. Among the works we will read and watch are Romeo and Juliet, The Tempest, Twelfth Night, Shakespeare Behind Bars, Rosencrantz and Guildenstern, Rosencrantz and Guildenstern are Dead, Rosencrantz and Guildenstern are Undead. Assignments will include analytical essays and creative adaptations in a variety of media.

Requirements/Evaluation: four 5-page papers, in-class presentation

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

Enrollment Limit: 16

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

Expected Class Size: 16

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

Unit Notes: Gateway

Distributions: (D1) (WS)

Writing Skills Notes: The instructor will provide frequent written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses

Spring 2021

SEM Section: R1 MW 10:00 am - 11:15 am John E. Kleiner

ENGL 210 (F) American Modernism (WS)

Modernism in art lasts from about 1850 until about 1950; this course focuses on American fiction centering on the 1920s. Texts in the course run from the familiar (Cather, Fitzgerald, Hemingway) through the difficult (Faulkner), very difficult (Jean Toomer), and impossible (Gertrude Stein); but we'll learn how to read them all. Even the familiar texts turn out to be stylistically experimental, and experiments in style, in every case, are linked to novel conceptions of religion (especially Hemingway, Fitzgerald), race or ethnicity (Faulkner, Toomer), and gender (Cather, Hemingway, Stein); most of our texts interrelate all of these concerns. After the Great War, the urgency of questions of form, in relation to questions of identity, is whether the world can be redeemed by the reformation of linguistic and generic conventions.

Class Format: The course will be entirely remote by Zoom.

Requirements/Evaluation: Four papers totaling about 16 pages. Participation in class discussions will also be a factor in the final grade.

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

Enrollment Limit: 14

Enrollment Preferences: First-year students and sophomores contemplating the English major; other English majors lacking a Gateway; American Studies majors.

Expected Class Size: 14

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

Distributions: (D1) (WS)

Writing Skills Notes: There will be four papers, totaling about 16 pages. Papers will be read closely both for content and expression. There will be one course meeting devoted entirely to questions of style and composition.

Attributes: AMST Arts in Context Electives ENGL Literary Histories C

Fall 2020

SEM Section: R1 MR 3:15 pm - 4:30 pm John K. Limon
ENGL 223 (S) Apocalypse Now and Then: Poets Confronting Political Crisis (DPE) (WS)

In moments of great crisis, common wisdom says to turn to the poets; where, then, do the poets turn? Tracing the history of Poetry of Witness throughout the 20th and 21st Centuries, this course explore various strategies poets have used to write about the end of the world, however that may be defined. We will read contemporary poets (such as Danez Smith, Ilya Kaminsky, Aracelis Girmay, and Solmaz Sharif) alongside 20th Century writers who were responding to the catastrophes of their own times (Paul Celan, Pablo Neruda, Gwendolyn Brooks, Bei Dao, and others). Looking backward to other times when the world seemed to be ending, this course will examine some of the strategies that poets have used to navigate writing about war, genocide, forced migration, gendered violence, climate crisis, and other dystopias. The readings we encounter will span various schools and poetic forms, from documentary poetry, to surrealism and the avant garde, to the Black Arts Movement, to speculative writing, and so on. They will be supplemented with critical texts on the political stakes of writing and reading practices by thinkers like Eve Sedgwick, James Baldwin, and Audre Lorde. This is a course that views creative writing as a valid form of critical inquiry; therefore, students will have opportunities to engage creatively with texts throughout the semester. For the final, students will have the option of either writing an analytical paper or submitting a creative project with a critical introduction.

Requirements/Evaluation: Students will write short weekly response papers, a 3-5 page midterm essay and an 8-10 page final essay. Creative options will be available in place of some of these assignments.

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: Freshmen and sophomores intending to pursue more advanced work in English; non-English majors interested in creative writing. Application may be required.

Expected Class Size: 16

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will produce and receive feedback on short writing assignments throughout the semester. These assignments will build skills for students to write either a final comparative analysis paper or a creative project accompanied by a critical introduction.

Difference, Power, and Equity Notes: This course focuses on the interactions between political engagements and poetic craft in the 20th and 21st centuries. As such, we will discuss the interplay between artists and the popular resistance movements of their times, the effects of power on literary forms, and the shaping of minoritarian aesthetics. Readings will center writing by poets from marginalized backgrounds whose work engages race, class, ethnicity, gender, sexuality, religion, and disability.

Attributes: ENGL 200-level Gateway Courses

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Franny Choi

ENGL 227 (F) Elegies (WS)

This tutorial 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: This course will meet remotely. Tutorial pairs will meet for an hour each week with the instructor, using Zoom or Google Meet.

Requirements/Evaluation: Active participation in tutorial meetings. Students will write a 4- to 5-page paper every other week (five in all), and comment on their partners' papers in alternate weeks.

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

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

Attributes: ENGL Literary Histories B

Fall 2020
TUT Section: RT1 TBA Stephen Fix

ENGL 228 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: ENGL 228 COMP 230

Primary Cross-listing

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

Class Format: This course will be conducted synchronously online.

Requirements/Evaluation: Five four-page papers, in-class presentation, thoughtful participation in discussions

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

Enrollment Limit: 14
Enrollment Preferences: First- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 228 (D1) COMP 230 (D1)

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

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

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

Fall 2020
SEM Section: R1 MR 1:30 pm - 2:45 pm Emily Vasiliauskas
ENGL 253 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

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

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1    TBA     Amy S. Holzapfel

ENGL 257 (F) Personal Essay: Writing Workshop (WS)

The personal essay as a literary form includes a wide range of genres including literary journalism, creative nonfiction and the lyric essay. Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography. As we become more mindful of our particular points of view (and of ways to explore and exploit this subjectivity), we will turn the focus outside of ourselves. We will experiment with writing that is extro- rather than introspective. While this is primarily a course in creative writing, we will give much of our time to literary analysis and imitation of exemplary essayists (primarily from the 20th and 21st centuries, and primarily from the U.S.) including James Baldwin, James Agee, Annie Dillard, John McPhee, Joan Didion, Adrian NicoleLeBlanc, Jennifer S. Cheng, Anne Carson, Samuel Delaney, Maggie Nelson, Alexander Chee, Lydia Yuknavitch, Saidiya Hartman and Karen Green.

Class Format: This course will be taught remotely, with a combination of synchronous and asynchronous meetings, assignments, short lectures, and
opportunities for engagement (e.g. Zoom, Glow, Panopto & Loom). There will be a single, collective meeting every week in the time slot assigned to this course; as well as a single, weekly meeting of small groups of three students in which creative and critical writing will be shared, critiqued and discussed.

**Requirements/Evaluation:** Evaluation will be based on class participation, peer editing, writing and revision, with special attention given to the student's engagement in every aspect of the writing process.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have not yet taken Creative Writing courses will be given priority

**Expected Class Size:** 12

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

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

**Writing Skills Notes:** This course will demand weekly writing and critical responses, as well as regular opportunities for revision. Total number of pages written will amount to approximately 35.

**Attributes:** ENGL Creative Writing Courses

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ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE) (WS)

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

**Primary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Class Format:** I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.

**Requirements/Evaluation:** two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

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

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

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

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

AMST 310 (D2) WGSS 330 (D2) ENGL 302 (D1)
Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

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

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

Spring 2021
SEM Section: H1 TF 1:30 pm - 2:45 pm Bethany Hicok

ENGL 323 (S) A Novel Education (WS)
All novels are conscious of their readers; eighteenth-century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and--always--closely watched. Eighteenth-century novelists--and their narrators--aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's Tom Jones (1749) and Laurence Sterne's Tristram Shandy (1760-67)---long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider--much more briefly--Fielding's Joseph Andrews and Bunyan's Pilgrim's Progress. We will also read criticism by such "reader response" theorists as Stanley Fish and Wolfgang Iser, and--in the individualized setting of a tutorial--students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Class Format: Remote course. Students will meet with the instructor in pairs for one hour each week

Requirements/Evaluation: Students will write and present a 4-to-5-page paper every other week, and comment on their partners' papers in alternate weeks

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

Enrollment Limit: 10

Enrollment Preferences: English majors, not open to first-year students

Expected Class Size: 10

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

Distributions: (D1) (WS)

Writing Skills Notes: All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2021
TUT Section: RT1 TBA Stephen Fix

ENGL 335 (F) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: DANC 302 ENGL 335

Secondary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding
of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. This class will be held remotely and will include a combination of tutorial-like small group meetings, periodic synchronous sessions, and asynchronous work such as Glow posts or recorded lectures. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

Requirements/Evaluation: Each student will write three 5- to 6-page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
DANC 302 (D1) ENGL 335 (D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Fall 2020

SEM Section: R1  MR 3:15 pm - 4:30 pm  Munjulika Tarah

ENGL 345  (S) Shakespeare on Page, Stage and Screen: Text to Performance  (WS)

Cross-listings: THEA 340  ENGL 345  COMP 343

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era’s concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

Class Format: This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings as warranted.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.
Prerequisites: A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

Enrollment Limit: 14

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 14

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

Distributions: (D1), (WS)

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

THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

Attributes: ENGL Literary Histories A

Spring 2021

SEM Section: R1 TF 1:30 pm - 2:45 pm James L. Pethica

ENGL 493 (F) Honors Colloquium: English (WS)

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program. The course will meet synchronously online, sometimes as a full seminar and other times in tutorial-small small groups.

Requirements/Evaluation: participation and individual progress on the thesis project, which will be determined in consultation with each student’s honors advisor

Prerequisites: admission to the department Honors program

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

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

Distributions: (D1), (WS)

Writing Skills Notes: Students will write a 20 page thesis chapter in stages and over multiple drafts. Students will receive from the instructor timely comments on their writing, with suggestions for improvement.

Fall 2020

HON Section: H1 MR 3:15 pm - 4:30 pm Emily Vasilisaukas

ENVI 208 (S) Saharan Imaginations (DPE), (WS)

Cross-listings: ARAB 209 ENVI 208 COMP 234

Secondary Cross-listing

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

**Class Format:** hybrid

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

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

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

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

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

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

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

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

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Spring 2021

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

**ENVI 212 (S) The Economics and Ethics of CO2 Offsets** (WS)

**Cross-listings:** POEC 214  ENVI 212  ECON 214

**Secondary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

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

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

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

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument.
Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2021
TUT Section: RT1 TBA Ralph M. Bradburd

ENVI 219 (F) Evolution of and on Volcanic Islands (WS)

Cross-listings: GEOS 220 ENVI 219

Secondary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor

Requirements/Evaluation: five 5-page papers and critiques of partner’s papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

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

Distributions: (D3) (WS)

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

GEOS 220 (D3) ENVI 219 (D3)

Writing Skills Notes: Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

Attributes: ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Fall 2020
TUT Section: RT1 TBA Paul M. Karabinos

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

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. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

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

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Attributes: ENVI Environmental Policy  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans

Fall 2020
TUT Section: RT1    TBA     Alex A. Apotsos

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Primary Cross-listing

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: Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate week

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

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

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

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

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In
each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives  EVST Culture/Humanities  PHIL Contemporary Value Theory Courses

Spring 2021
TUT Section: RT1   TBA     Julie A. Pedroni

ENVI 245  (F) Hydrothermal Vents  (WS)
Cross-listings: GEOS 245  MAST 245  ENVI 245
Secondary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

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

Distributions: (D3)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3)  MAST 245 (D3)  ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Attributes: ENVI Natural World Electives  GEOS Group A Electives - Climate + Oceans  MAST Interdepartmental Electives

Fall 2020
TUT Section: RT1   TBA     Lisa A. Gilbert

ENVI 266 (S) Reading Water  (WS)
Cross-listings: ENVI 266  MAST 266
Secondary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific
articles as rhetorical objects and reading for scientific principles in literature, for instance—to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines “best” combine to explain water, or to come up with humanities-based solutions to “the water crisis.” Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- *How to Read Water* (selections) Vandana Shiva -- *Water Wars* (selections) Luna Leopold -- *Water, Rivers, and Creeks* (selections) Richard White -- *The Organic Machine* Linda Hogan -- *Solar Storms* Marc Reisner -- *Cadillac Desert* Jesmyn Ward -- *Salvage the Bones* John McPhee -- "Atchafalaya" Emmi Itäranta -- *Memory of Water* Brenda Hillman -- "The Hydrology of California"

**Class Format:** This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

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

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

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

ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Ned G. Schaumberg

**ENVI 272  (S) Earth Hazards and Risks**  (WS)

**Cross-listings:** ENVI 272  GEOS 272

**Secondary Cross-listing**

As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How we evaluate our risks from hazards is important for how we make decisions for ourselves and how we engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

**Requirements/Evaluation:** Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option
Distributions: (D3) (WS)

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

ENVI 272 (D3) GEOS 272 (D3)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Spring 2021
TUT Section: RT1 TBA Lisa A. Gilbert

ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Primary Cross-listing

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 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, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 10

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

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

Distributions: No divisional credit (WS)

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

MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

Attributes: ENVI Core Courses EVST Core Courses EVST Senior Practicum

Spring 2021
SEM Section: H1 Cancelled
SEM Section: H2 TR 11:30 am - 12:45 pm W 2:50 pm - 3:40 pm Nicolas C. Howe

ENVI 420 (F) Architecture and Sustainability in a Global World (WS)

Cross-listings: ARTH 420 GBST 420 ENVI 420

Secondary Cross-listing

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. 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: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

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

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

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

Distributions: (D1) (WS)

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

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Michelle M. Apotsos

ENVI 430 (F)(S) Race, Identity, Nature (DPE) (WS)

Cross-listings: ENVI 430 AFR 390 AMST 430

Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

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

Requirements/Evaluation: Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%. Class will meet twice per week. Tu. meetings will be synchronous and Th. meetings will be asynchronous. Asynchronous components of
the course include pre-recorded lectures, discussion boards, and other exercises that promote as much connection as possible within the constraints of remote education. Toward this end, synchronous meetings will center engaged discussion.

Prerequisites: none

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

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

Difference, Power, and Equity Notes: By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

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

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Hossein Ayazi

Spring 2021
SEM Section: R1 Cancelled

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

Cross-listings: GBST 117 HIST 117 ASST 117

Secondary Cross-listing
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.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 12

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

Expected Class Size: 8-10

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

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

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

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

Spring 2021
SEM Section: R1    TR 11:30 am - 12:45 pm     Aparna Kapadia

GBST 244 (S) Black Mediterranean (DPE) (WS)

Cross-listings: GBST 244 COMP 244

Secondary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse.

Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the Black Lives Matter's quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

Class Format: This will be an hybrid course. Students will meet twice a week with me.

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

GBST 244 (D2) COMP 244 (D1)

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

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

Spring 2021
SEM Section: H1    TF 1:30 pm - 2:45 pm     Michele Monserrati

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: SOC 248 GBST 247 RUSS 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the
Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner’s paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

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

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

Secondary Cross-listing

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

Class Format: Course will be offered remotely.

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2021
SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

GBST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)
Cross-listings: GBST 391 ASST 391 HIST 391

Secondary Cross-listing
What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 10-12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Difference, Power, and Equity Notes: This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.
GBST 412  (F)  Gandhi: History, Ideas and Legacy (WS)

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

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

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

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

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

Enrollment Limit:  10

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

Expected Class Size:  10

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

Distributions:  (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 412 (D2) REL 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

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

Attributes:  HIST Group B Electives - Asia
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. 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: This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

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

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

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

Distributions: (D2) (WS)

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

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Michelle M. Apotsos

GEOS 220 (F) Evolution of and on Volcanic Islands (WS)

Cross-listings: GEOS 220 ENVI 219

Primary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor

Requirements/Evaluation: five 5-page papers and critiques of partner’s papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

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

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
Writing Skills Notes: Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

Attributes: ENVI Natural World Electives  GEOS Group C Electives - Solid Earth

Fall 2020
TUT Section: RT1    TBA     Paul M. Karabinos

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

Cross-listings: GEOS 221  ENVI 222  LEAD 221

Primary Cross-listing

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. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

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

Distributions: (D3)  (WS)

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

GEOS 221 (D3)  ENVI 222 (D3)  LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Attributes: ENVI Environmental Policy  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans

Fall 2020
TUT Section: RT1    TBA     Alex A. Apotsos

GEOS 245  (F)  Hydrothermal Vents  (WS)

Cross-listings: GEOS 245  MAST 245  ENVI 245

Primary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization
provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

**Requirements/Evaluation:** Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

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

**Enrollment Limit:** 10

**Enrollment Preferences:** 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

**Expected Class Size:** 10

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

**Distributions:** (D3) (WS)

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

GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

**Writing Skills Notes:** Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

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**GEOS 250 (S) Climate, Tectonics, and Erosion (WS)**

Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. This course explores the complex interactions between tectonic and surficial processes. It has long been recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop; the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Remote. After an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally present a written paper every other week for criticism during the tutorial session

**Requirements/Evaluation:** five 4- to 5-page papers based on journal articles

**Prerequisites:** at least one of the following courses: GEOS 101, 102, 103, 202, 203, 215, 302, 303, 303 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors and students with a strong interest in Geosciences

**Expected Class Size:** 10

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

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GEOS Group C Electives - Solid Earth

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Fall 2020

TUT Section: RT1  TBA  Lisa A. Gilbert

Spring 2021
GEOS 272 (S) Earth Hazards and Risks (WS)

Cross-listings: ENVI 272 GEOS 272

Primary Cross-listing
As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How do we evaluate our risks from hazards important for how we make decisions for ourselves and how we engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

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

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 272 (D3) GEOS 272 (D3)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Attributes: ENVI Natural World Electives  GEOS Group B Electives - Sediments + Life

Spring 2021

GEOS 317 (S) Current topics in Planetary Geology (WS)

Cross-listings: GEOS 317 ASTR 317

Primary Cross-listing
We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth's moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.

Class Format: Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

Requirements/Evaluation: Evaluation is based on written papers, critiques, and discussion.

Prerequisites: GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

Enrollment Limit: 10
Enrollment Preferences:  Geosciences and Astronomy majors and prospective majors

Expected Class Size: 6

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

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 317 (D3) ASTR 317 (D3)

Writing Skills Notes: This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

Attributes: GEOS Group C Electives - Solid Earth

Spring 2021
SEM Section: HT1  Cancelled

GEOS 401  (F)  Global Tectonics and the Rise of Mountains  (WS)

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. We will read journal articles to explore how plate tectonics can help explain the evolution of mountain belts with special emphasis on the Appalachians.

Class Format: Remote, weekly one-hour meetings with tutorial partner and instructor

Requirements/Evaluation: five papers based on journal articles, and critiques of partner's papers

Prerequisites: GEOS 203, 302, or 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors, then juniors

Expected Class Size: 10

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

Unit Notes: As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

Distributions: (D3) (WS)

Writing Skills Notes: Five 5-page papers throughout the semester based on journal articles. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2020
TUT Section: RT1  TBA  Paul M. Karabinos

GERM 110  (F)  Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature  (WS)

Cross-listings: COMP 109  GERM 110

Primary Cross-listing

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states' differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate
filmic treatments of the recruitment of spies as double agents (Coded Message for the Boss, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (The Lost Honor of Katharina Blum, 1975; Knife in the Head, 1978) the afterlives of former terrorists who were offered new identities as ‘ordinary’ East Germans (The legend of Rita, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (Es ist nicht vorbei, Anderson). We will also discuss popular film representations of spying in Lives of Others (2007) and Bridge of Spies (2015), and selected episodes from the popular TV-series Germany 83 and 86 (2018). Literature will likely include: Thomas Brasch, The Sons Die Before the Fathers (1977), Christa Wolf, What Remains (1993), Monika Maron, Flight of Ashes (1981), Heinrich Böll, The Lost Honour of Katharina Blum (1974). All texts in English, films have English subtitles.

Class Format: Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

Requirements/Evaluation: 5 5-page tutorial papers and 2-page responses (in English)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First Years, in groups of 3 students.

Expected Class Size: 12

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

Distributions: (D1) (WS)

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

COMP 109 (D1) GERM 110 (D1)

Writing Skills Notes: This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Fall 2020

TUT Section: RT1 TBA Helga Druxes

GERM 251 (F) Dolls, Puppets and Automatons (WS)

Cross-listings: GERM 251 COMP 251

Secondary Cross-listing

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. Conducted in English.

Class Format: This seminar will be taught online.

Requirements/Evaluation: active class participation, oral presentations on the reading materials, three 5- to 8-page papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature

Expected Class Size: 12

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

Distributions: (D1) (WS)

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

GERM 251 (D1) COMP 251 (D1)
Writing Skills Notes: Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

Attributes: FMST Related Courses

Fall 2020

SEM Section: R1  MW 11:45 am - 1:00 pm  Christophe A. Kone

GERM 315  (F)  Kafka and His/Our World  (WS)

Cross-listings:  COMP 316  GERM 315

Primary Cross-listing

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of the Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Students may take the tutorial in either German or English; groups will be formed accordingly.

Class Format: The class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues. Students can take the course in German or English (or a combination of the two), and groups will be formed accordingly.

Requirements/Evaluation: Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

Prerequisites: For German speakers: GERM 202 or the equivalent preferred, though students with less experience should contact the instructor. For students taking the course in English: one college literature course.

Enrollment Limit: 15

Enrollment Preferences: German students, majors or potential majors in Comp Lit or German

Expected Class Size: 15

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

Distributions: (D1) (WS)

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

COMP 316 (D1) GERM 315 (D1)

Writing Skills Notes: The course has a modified tutorial format, with groups of three meeting weekly instead of pairs. Each student will write three 5-page papers plus three 1-2-page responses during the semester, and will prepare a final project. Each paper will receive extensive feedback from the instructor.

Fall 2020

SEM Section: H1  TBA  Gail M. Newman

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

Cross-listings: AFR 104  HIST 104

Primary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the
the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation:  active participation in discussion, map quiz, 2 short papers (3-5 pages), presentation, and one research paper (8-12 pages)

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

Enrollment Limit:  15

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

Expected Class Size:  15

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

Distributions:  (D2) (DPE) (WS)

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

AFR 104 (D2) HIST 104 (D2)

Writing Skills Notes:  Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes:  This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

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

Spring 2021

SEM Section: H1  MW 11:45 am - 1:00 pm  Benjamin Twagira

HIST 109  (S)  The Iranian Revolution  (DPE) (WS)

Cross-listings:  ARAB 109  HIST 109

Primary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format:  Hybrid

Requirements/Evaluation:  Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites:  No prerequisites.

Enrollment Limit:  10

Enrollment Preferences:  First Years and Sophomores.

Expected Class Size:  10
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Attributes: HIST Group E Electives - Middle East

Spring 2021
TUT Section: HT1 TBA Magnús T. Bernhardsson
TUT Section: HT2 TBA Magnús T. Bernhardsson

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

Cross-listings: GBST 117 HIST 117 ASST 117

Primary Cross-listing
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.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 12

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

Expected Class Size: 8-10

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

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

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

Spring 2021
SEM Section: R1 TR 11:30 am - 12:45 pm Aparna Kapadia

HIST 130 (S) Rioting in British History (WS)
Since scholars in the twentieth century turned from the bird's to the worm's-eye view of the past, scholarship on rioting and crowd actions has grown. Exploring rioting in the history of modern Britain allowed researchers a chance to learn about the values, priorities, and tactics of people not previously centered in the historical record. It also created space to raise questions about what makes something a riot and how visions of public order shape military or police responses to those riots. In this course, we will examine the causes, strategies, and consequences of riots from the 1780s to the 1980s, from bread riots to the Brixton riots. We will also develop our own definitions of what qualifies as a riot, interrogating why our present definitions may differ from those in the past. While this course is rooted in the "classic" studies of British riots, to give students a strong sense of disciplinary practices and traditions, it also allows space to see how cutting-edge scholarship has expanded the discipline. "Rioting in British History" is a remote, synchronous online history seminar designed for first- and second-year students, particularly those interested in the discipline of history. In addition to exploring the theme of rioting in great depth, this course will also provide students the chance to grow as researchers and writers. By the end of this course, students will have developed the ability to analyze and evaluate works of history, identify the kinds of primary sources necessary to answer their historical questions, and write history papers that show their ability to identify and analyze relevant scholarly works and primary source materials. Since this is a writing-intensive course, students should expect to conduct peer evaluations of their writing assignments and will get consistent feedback on their writing assignments from the instructor.

Class Format: This is a remote class with synchronous meetings held over Zoom.

Requirements/Evaluation: Students will have regular reading assignments, averaging around 50 pages per week. Students will complete four unit response papers and one 10-12 page research paper.

Prerequisites: First-year or sophomore standing—juniors and seniors with permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: First-year students will be given preference, followed by sophomores who have not yet taken a 100-level seminar.

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will complete four unit response papers, two of which will receive peer evaluation and feedback in class before being revised and submitted. All papers will receive feedback from the professor. Students will also complete a 10-12 page final research paper which they will develop over the course of the semester, including a rough draft workshop.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2021

SEM Section: R1  TF 1:30 pm - 2:45 pm  Sofia E. Zepeda

HIST 134  (F)  The Great War  (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5- to 7-page papers; one formal paper revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
HIST 137  (F)  Victorian Britain and the Anglo-Afghan Wars  (WS)
Long before the US and its allies fought the recent war in Afghanistan (2001; ongoing), 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 the wars Britain fought in Afghanistan, and the reasons for them, but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

Class Format: This will hopefully be a 'hybrid' class, taught in person on campus, primarily as a discussion course with a few remote elements. After Thanksgiving, when students are researching and writing their final papers, all instruction will be remote. Depending on the numbers, if both on-campus and off-campus students enroll in the course -- or if masks and in-class social distance interfere with fruitful discussions -- instruction may shift to an all-remote format.

Requirements/Evaluation: Evaluation will be based on regular and continuous participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and various shorter exercises leading up to a final research paper (10-12 pages) due at the end of class

Prerequisites: None. First-year or sophomore standing required.

Enrollment Limit: 12

Enrollment Preferences: First-year students, and then sophomores who have not taken a 100-level seminar or tutorial in History.

Expected Class Size: 8-12

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

Distributions: (D2)  (WS)

Writing Skills Notes: Students will write two document analyses (750 words each) and two guided research essays (5 pages each), all letter-graded and returned with comments. Also, students will write a final research paper (10-12 pages) in consultation with the instructor; a working bibliography and prospectus, and a rough draft, will be required in advance of submission of the final paper. Students will learn about research and writing skills and will receive timely suggestions for improving their work.

Attributes: HIST Group C Electives - Europe and Russia

HIST 143  (F)  Soccer and History in Latin America: Making the Beautiful Game  (WS)
This course examines the rise of soccer (fútbol/futebol) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about racial, gender, regional, and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

Class Format: The majority of the semester will consist of tutorial-like work. Students will meet with the instructor in pairs (or perhaps trios, depending on the enrollment). They will take turns writing short papers and critiquing those of their partner(s). We will have only a few synchronous meetings with
the whole group. At the start of the semester we will discuss framing themes; at the end, our research topics.

Requirements/Evaluation: class participation, a series of short papers, response papers, and critiques

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

Enrollment Limit: 12

Enrollment Preferences: First year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

Expected Class Size: 12

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five 4-page papers on set topics, five critiques of classmates’ papers, and two response papers. They will revise the first of their 4-page papers. Topics involve interpreting different kinds of sources as well as grappling with conflicting arguments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

Fall 2020

SEM Section: R1 TR 8:30 pm - 9:45 pm Roger A. Kittleson

HIST 156 (F) The Manifesto in U.S. Politics (WS)

Is there a style or tradition of writing political manifestos in the United States? Given the nation's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some observers 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 investigate that claim. How would we choose to define the very term, "manifesto?" Why have so many radical American writings been embraced as having the characteristics of a manifesto? We'll look at these questions through close readings and analyses of manifestos across three different historical junctures in the U.S. -- the Revolutionary era, the 1830s and 1840s, and the 1960s and early 1970s -- focusing in particular on struggles over racial equality and women's rights.

Class Format: "Hybrid" for fall 2020. I will run one in-person class per week and one synchronous discussion per week (specifically for students who are enrolled remotely). Additional class time for all students will involve different online formats in which we'll focus on collectively working through close readings of primary documents.

Requirements/Evaluation: three graded essays (3-5 pages each), handed in as drafts, given comments, with time for revision; 3 ungraded assignments; short, periodic assignments using research skills

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students and then sophomores

Expected Class Size: 8

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate doing short graded and ungraded assignments in the first 8-10 weeks of the class: the 3 graded assignments (3-5 pages in length) each will involve a draft, and then a revision based on comments; the 3 ungraded assignments are either informal, analytical responses to the reading; short, creative responses; or discussion questions. Students will also write their own manifestos. The last month will focus on gaining library skills and will involve short (1-pg.) assignments.

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

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Karen R. Merrill

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

Cross-listings: AFR 158 HIST 158
This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its northern variety.

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

Requirements/Evaluation: Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 158 (D2) HIST 158 (D2)

Writing Skills Notes: Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners’ efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

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

Fall 2020

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

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

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

Class Format: Remote course. Class will meet synchronously on Zoom once per week for group conversation, with additional time devoted to Glow discussion posts and other activities. Students are encouraged to virtually meet with the instructor one-on-one to work on writing and projects.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15
Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

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

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

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

Spring 2021

SEM Section: R1 TR 11:30 am - 12:45 pm Christine DeLucia

HIST 166 (F) Cold War Films (WS)

This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticommunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

Class Format: In general, tutorial sessions will be held via Zoom. Should all students in a tutorial grouping request an in-person meeting, that request will be accommodated pending the availability of an appropriate room. A few larger group meetings will be held throughout the semester, in person for on-campus students and on Zoom for remote students.

Requirements/Evaluation: Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

Prerequisites: None, open to all students.

Enrollment Limit: 10

Enrollment Preferences: First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. They will receive feedback on each of these papers--in writing and in person--from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.
HIST 167 (S) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AFR 167 HIST 167 AMST 167

Primary Cross-listing

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.

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

Prerequisites: first-years and sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

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

AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.”

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

Spring 2021

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

HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

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

Secondary Cross-listing

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

Class Format: Course will be offered remotely.
**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10 -pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

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

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

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

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

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

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

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

Spring 2021

SEM Section: R1 MR 1:30 pm - 2:45 pm Amal Eqeiq

**HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean** (DPE) (WS)

**Cross-listings:** GBST 391 ASST 391 HIST 391

**Primary Cross-listing**

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

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

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

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

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on
improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

**Attributes:** GBST South + Southeast Asia Studies Electives  HIST Group B Electives - Asia  HIST Group P Electives - Premodern  MAST Interdepartmental Electives

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**HIST 482 (F) Race and American Foreign Relations (WS)**

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation's foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to recon with the challenges domestic racism posed to their foreign policy goals, while black internationalists became increasingly involved with global struggles for liberation and equality. While the global color line grew more hotly contested, white supremacist thinking proved as enduring as it was mutable. This upper division tutorial surveys leading scholarship on a range of topics that centers race as a category for understanding American foreign relations.

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

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

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

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior coursework related to U.S. foreign relations. If the course is overenrolled, students may be asked to complete a questionnaire to determine enrollment.

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

Fall 2020

**TUT Section: RT1  TBA  Jessica Chapman**

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**HIST 483 (S) Sport and Diplomacy (DPE) (WS)**

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:** This course will be remote. If conditions allow, I may set up in-person tutorial sessions for on-campus students.
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 2-3 page written critique

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

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

Difference, Power, and Equity Notes: Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

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

Spring 2021

TUT Section: RT1 TBA Jessica Chapman

HIST 484 (F) Victorian Psychology (WS)

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

Class Format: This tutorial will be taught remotely on Zoom. Once they have been selected, student pairs will meet with the professor for an hour at a regularly scheduled time each week.

Requirements/Evaluation: Students will meet with the instructor using Zoom in pairs once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and senior History majors

Expected Class Size: 10

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

Unit Notes: Fulfills the department's seminar requirement for graduation with a degree in History

Distributions: (D2) (WS)

Writing Skills Notes: As a tutorial, with each student writing a paper every other week, this course meets the writing skills requirement.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2020

TUT Section: RT1 TBA Thomas A. Kohut

HIST 485 (S) Freud: A Tutorial (WS)
This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, *Civilization and Its Discontents*. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

**Class Format:** students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

**Requirements/Evaluation:** student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

**Expected Class Size:** 10

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

**Unit Notes:** fulfills History's 400-level graduation requirement

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

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

PSYC 158 (D2) HIST 485 (D2)

**Writing Skills Notes:** As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2021

TUT Section: RT1    TBA    Thomas A. Kohut

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

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

**Primary Cross-listing**

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

**Requirements/Evaluation:** Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.
**Expected Class Size:** 10

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

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

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

HIST 488 (D2) AMST 488 (D2)

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

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

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

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**Fall 2020**

**TUT Section:** RT1  TBA  Gretchen Long

**HIST 489 (F) Appropriating History. Who Owns the Past?**  (DPE) (WS)

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

**Primary Cross-listing**

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

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

**Requirements/Evaluation:** Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 8

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

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

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

HIST 489 (D2) ARAB 408 (D2)

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

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

**Attributes:** HIST Group E Electives - Middle East
Fall 2020
TUT Section: RT1    TBA     Magnús T. Bernhardsson

HIST 490  (S) Memory, History, and the Extermination of the Jews of Europe  (WS)

Cross-listings: HIST 490 JWST 490

Primary Cross-listing

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has come to be a moral and cultural
touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the
Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and
debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust
"unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for
the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has
Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the
postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course,
students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning
of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are
marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and
adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

Class Format: Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on
alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in
the tutorial to cap off the semester's work.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

HIST 490 (D2) JWST 490 (D2)

Writing Skills Notes: Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on
different writing issues throughout the semester.

Attributes: HIST Group C Electives - Europe and Russia  JWST Capstone Course  JWST Core Electives

Spring 2021
TUT Section: RT1    TBA     Alexandra Garbarini

HIST 495  (S) Stalinism  (WS)

The quarter century during which Joseph Stalin ruled the Soviet Union witnessed some of the twentieth century's most dramatic events: history's
fastest plunge into modernity, an apocalyptic world war, and the emergence of a socialist state as a competitive world power. This tutorial will offer
students a deep dive not only into the historical depths of the Stalin era but into the gloriously complex historiographical debates that surround it. Some
of the questions that will animate the readings, writings, and discussions that tutorial students will engage in are as follows: Did Stalin depart from or
represent a continuation of the policies introduced by his predecessor Vladimir Lenin? Did he rule in a totalitarian fashion or in ways comparable to
other twentieth century regimes? Were his policies destructive or possibly productive? And perhaps most boggling of all: why did no one resist Stalinist
rule?

Class Format: TBD

Requirements/Evaluation: Each week, a student either will write a 5-7-page essay on the assigned readings or will be responsible for offering an
oral critique of their partner's work. Both tutorial partners will be responsible for completing 200-300 pages of reading each week.
**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2021

TUT Section: RT1 TBA Yana Skorobogatov

**HIST 496 (F) Gandhi: History, Ideas and Legacy (WS)**

**Cross-listings:** LEAD 412 REL 412 GBST 412 ASST 412 HIST 496

**Primary Cross-listing**

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

**Class Format:** REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

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

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

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

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

Fall 2020

TUT Section: RT1 TBA Aparna Kapadia
Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 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); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 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); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

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

Distributions: (D3) (WS)

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

STS 240 (D2) ASTR 240 (D3) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Fall 2020

SEM Section: H1 W 1:30 pm - 2:20 pm Jay M. Pasachoff, Wayne G. Hammond

CON Section: H2 W 3:00 pm - 5:00 pm Jay M. Pasachoff, Wayne G. Hammond

CON Section: H3 Cancelled

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

Primary Cross-listing

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

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

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2020

SEM Section: R1 TBA Joy A. James

**INTR 341 (S)** Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

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

Primary Cross-listing

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

Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Spring 2021

SEM Section: R1 W 1:10 pm - 3:50 pm Joy A. James
Cross-listings: PHIL 272  JLST 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

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

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

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Spring 2021

TUT Section: RT1  TBA  Melissa J. Barry

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

Secondary Cross-listing

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

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

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

Prerequisites: none
Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Attributes: JWST Core Electives

Fall 2020

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

JWST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)

Cross-listings: HIST 490 JWST 490

Secondary Cross-listing

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

Class Format: Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester's work.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

HIST 490 (D2) JWST 490 (D2)

Writing Skills Notes: Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on
different writing issues throughout the semester.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2021
TUT Section: RT1 TBA Alexandra Garbarini

LATS 428 (F) Performing Latina/o Cultural Citizenship (WS)
Being conscious of citizenship is a commonplace preoccupation for most Latinas/os in the United States of America. How can Latinas/os belong to the national imagined community when many are reminded daily that they are second-class citizens, and even presumed to be criminals, rapists, and drug dealers? How do Latinas understand and negotiate an imperialist and colonial past of violence and deterritorialization? How do Latinas/os feel when they historicize citizenship and discover hidden archival scripts documenting how their ancestors’ land was stolen, or how they were forced to migrate in response to military interventions or invasions that caused economic devastation and death? In this course students will critically think about past and present everyday performances and transactions of citizenship, its many embodiments, and structures of feeling. Most important, students will embark on a theoretical journey of research and readings to make sense of how citizenship is experienced and felt and how it is historically situated en el aquí y ahora. Students will explore, within an interdisciplinary perspective and a critical cultural studies framework, the many forms of citizenship, including sexual citizenship, intimate citizenship, economic citizenship, diasporic citizenship, transnational citizenship, academic citizenship and others.

Requirements/Evaluation: none

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS Concentrators

Expected Class Size: 10

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

Unit Notes: LATS 400 Level seminar

Distributions: (D2) (WS)

Writing Skills Notes: 5 papers at 2 pgs each (each receiving feedback); assignments will be responses to specific articles/topics covered in class; attention will be paid to organization of ideas, argument, and critical thinking. Students will also submit a midterm paper (5pgs) and a final paper (8pgs) on a topic of their choice, in consultation with the professor.

Attributes: LATS 400-level Seminars

Fall 2020
SEM Section: R1 TR 11:30 am - 12:45 pm Alberto Sandoval-Sanchez

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

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

Secondary Cross-listing

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

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester. The course will feature synchronous online class meetings with some small discussion groups. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite
Enrollment Limit: 12
Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

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

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

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

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

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

Fall 2020
SEM Section: R1 MW 6:45 pm - 8:00 pm C. Ondine Chavoya

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

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

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. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 239  (S)  Music in the Global Cold War  (WS)

Cross-listings:  MUS 239  LEAD 239

Secondary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Hybrid, meeting twice per week. Class discussion will be central to this course.

Requirements/Evaluation:  20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size:  12

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

Distributions:  (D2)  (WS)

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

MUS 239 (D1) LEAD 239 (D2)

Writing Skills Notes:  Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2021

LEC Section:  H1  MR 1:30 pm - 2:45 pm  W. Anthony Sheppard

LEAD 240  (F)  Great Astronomers and Their Original Publications  (WS)

Cross-listings:  STS 240  ASTR 240  HSCI 240  LEAD 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 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); and William
Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 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); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

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

Distributions: (D3) (WS)

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

STS 240 (D2) ASTR 240 (D3) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Fall 2020

SEM Section: H1 W 1:30 pm - 2:20 pm Jay M. Pasachoff, Wayne G. Hammond

CON Section: H2 W 3:00 pm - 5:00 pm Jay M. Pasachoff, Wayne G. Hammond

CON Section: H3 Cancelled

LEAD 255 (S) Weaponized Leadership: Demagoguery and Populism in Contemporary Perspective (WS)

Cross-listings: LEAD 255 PSCI 255

Primary Cross-listing

Since Donald Trump began his rhetorical assault on immigrants, the political establishment, and the free press, all in the name of "the American people," terms like demagoguery and populism have come to dominate American political discourse. Demagogues and populists are often defined as bad leaders who manipulate the emotions of their audiences for the sake of personal ambition-- leaders who turn a good thing (popular government) into something dangerous. At the same time, and as Trump has shown, many of the tactics that populists and demagogues deploy are politically effective. Protest leaders tell their audiences to get angry and to stand up and fight precisely because this kind of rhetoric can move an audience to action when rational persuasion cannot. And, many of the leaders we think of as great today were regarded as demagogues and populists during their own times. Puzzles like these point to our current political moment. How useful are terms like demagoguery and populism for understanding leadership? How have these terms been weaponized to distort politics instead of clarifying it? Should we reserve these terms for leaders who are truly bad, and if so, what counts as a "truly" bad leader (as opposed to one we just happen not to like)? Or can demagogic and populist tactics be deployed in better and worse ways? We will approach these questions through a survey of classic and contemporary writings on popular leadership, from Thucydides and Machiavelli to present-day social science. With these competing theories in view, we will read historical and biographical accounts of some of history's most controversial leaders--including Bolivar, Lenin, FDR, and Hugo Chavez--so as to better understand the popular leaders who dominate much of our politics today.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to
develop the first essay into a longer research paper

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Expected Class Size:** 14

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

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

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

LEAD 255 (D2) PSCI 255 (D2)

**Writing Skills Notes:** Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

**Attributes:** LEAD American Domestic Leadership

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Spring 2021

SEM Section: H1  MR 3:15 pm - 4:30 pm  Charles U. Zug

**LEAD 312 (S) American Political Thought (WS)**

**Cross-listings:** PSCI 312 LEAD 312

**Secondary Cross-listing**

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

**Class Format:** For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending synchronous tutorial sessions.

**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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors and prospective majors

**Expected Class Size:** 10

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

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

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

PSCI 312 (D2) LEAD 312 (D2)

**Writing Skills Notes:** Weekly writing with extensive attention to feedback, revision, and improvement.

**Attributes:** AMST Critical and Cultural Theory Electives  LEAD Facets or Domains of Leadership  PHIL Related Courses  PSCI American Politics Courses  PSCI Political Theory Courses

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Spring 2021
LEAD 319 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)

Cross-listings: LEAD 319 PSCI 376 INTR 320

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

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

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

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

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

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

Fall 2020

SEM Section: R1 TBA Joy A. James

LEAD 350 (S) Leadership in American Political Development (WS)

Cross-listings: LEAD 350 PSCI 356

Primary Cross-listing
Major change in American politics takes place when an old political order collapses and a new one emerges to replace it, sometimes through violent struggle. Before the Civil War and Reconstruction, for example, states enjoyed autonomy over most areas of politics—including whether or not to maintain slavery. Afterwards, the Federal Government began to assert itself vis-à-vis civil rights and liberties in ways it had never previously done. Relatedly, before the Great Depression, state government basically managed their own economies; but the New Deal gave the federal government power to create and manage a new, national economy. What are the deep sources of these architectonic changes? Who or what is responsible for them? And what is the best way to study them? This course will survey the alternative and competing ways in which leading thinkers and scholars answer these questions. Some argue that dynamic individuals—such as Lincoln and Franklin Roosevelt—drive political change, and that change would not happen without such leaders. Others contend that these so-called "leaders" are themselves mere by-products of impersonal forces, such as party realignments, critical elections, and social, economic, and technological changes. Our goal will be to understand these theories on their own terms, and then to evaluate them with reference to some case studies from American history. To this end, we will study theoretical writings but we will also read selections from histories and biographies that draw a more intimate, nuanced picture of the leaders, groups, and personalities involved in America's most transformative political moments.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and
remote students to participate.

**Requirements/Evaluation:** weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

**Prerequisites:** previous course in Leadership Studies, American politics, or American history

**Enrollment Limit:** 14

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Expected Class Size:** 14

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

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

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

LEAD 350 (D2) PSCI 356 (D2)

**Writing Skills Notes:** Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

**Attributes:** LEAD American Domestic Leadership

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

**Cross-listings:** LEAD 412 REL 412 GBST 412 ASST 412 HIST 496

**Secondary Cross-listing**

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

**Class Format:** REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

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

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

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

Attributes: HIST Group B Electives - Asia

Fall 2020
TUT Section: RT1 TBA Aparna Kapadia

MAST 245 (F) Hydrothermal Vents (WS)
Cross-listings: GEOS 245 MAST 245 ENVI 245

Secondary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma
super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization
provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms
and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the
strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on
geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and
Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the
beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

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

Distributions: (D3) (WS)

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

GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner.
Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page
reflection paper to synthesize their learning.

Attributes: ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Fall 2020
TUT Section: RT1 TBA Lisa A. Gilbert

MAST 266 (S) Reading Water (WS)

Cross-listings: ENVI 266 MAST 266

Primary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and
appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most
people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over
eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional
academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse
ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory,
storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific
articles as rhetorical objects and reading for scientific principles in literature, for instance—to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- *How to Read Water* (selections) Vandana Shiva -- *Water Wars* (selections) Luna Leopold -- *Water, Rivers, and Creeks* (selections) Richard White -- *The Organic Machine* Linda Hogan -- *Solar Storms* Marc Reisner -- *Cadillac Desert* Jesmyn Ward -- *Salvage the Bones* John McPhee -- "Atchafalaya" Emmi Itäranta -- *Memory of Water* Brenda Hillman -- "The Hydrology of California"

**Class Format:** This class will be remote, meeting synchronously. The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

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

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

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

ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Spring 2021

SEM Section: R1 MR 3:15 pm - 4:30 pm Ned G. Schaumberg

**MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies** (WS)

**Cross-listings:** MAST 402 ENVI 412

**Secondary Cross-listing**

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 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, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

**Requirements/Evaluation:** active participation, discussion leading, several smaller assignments and multi-step capstone project

**Prerequisites:** declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

**Enrollment Limit:** 14

**Enrollment Preferences:** Environmental Studies majors and concentrators, Maritime Studies concentrators

**Expected Class Size:** 10

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

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

**Distributions:** No divisional credit (WS)

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

MAST 402 No divisional credit ENVI 412 No divisional credit
Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

Attributes: ENVI Core Courses EVST Core Courses EVST Senior Practicum

Spring 2021

SEM Section: H1  Cancelled

SEM Section: H2  TR 11:30 am - 12:45 pm W 2:50 pm - 3:40 pm  Nicolas C. Howe

**MATH 392  (S) Undergraduate Research Topics in Graph Theory  (WS) (QFR)**

Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this project-based tutorial, students will select among the presented topics and will develop research questions and undertake original research in the field. Student assessment is based on drafts of research project manuscript and presentations.

Requirements/Evaluation: presentations and written project manuscript

Prerequisites: MATH 355 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and graph theory

Expected Class Size: 10

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

Distributions: (D3)  (WS)  (QFR)

Writing Skills Notes: This course will require multiple revisions of a manuscript related to the research project at hand. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.

Quantative/Formal Reasoning Notes: The course deals with mathematical research in graph theory and is a quantitative and formal reasoning course.

Spring 2021

TUT Section: RT1  TBA  Pamela E. Harris

**MUS 239  (S) Music in the Global Cold War  (WS)**

Cross-listings: MUS 239 LEAD 239

Primary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music’s political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Hybrid, meeting twice per week. Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 12
This course is cross-listed and the prefixes carry the following divisional credit:
MUS 239 (D1) LEAD 239 (D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2021
LEC Section: H1    MR 1:30 pm - 2:45 pm     W. Anthony  Sheppard

MUS 272  (S)  Music and Meaning  (WS)
Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"—patterns of sound with no reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we determine the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? Emphasize our personal responses? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: This course will be taught remotely. During the first and last weeks of the semester, students will attend one or two online group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour, online session at a mutually convenient time.
Requirements/Evaluation: Students will write and present a 5- to 6-page paper every other week and a 1- to 2-page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses.
Prerequisites: Ability to read music, or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Any student who expresses a strong interest in the course
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions:  (D1)  (WS)
Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students' critical thinking and writing skills.

Spring 2021
TUT Section: RT1    TBA     Marjorie W. Hirsch

MUS 273  (F)  Dangerous Music  (WS)
As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes,
melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and totalitarians, as well as opponents of ragtime, rock 'n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment.

**Class Format:** Will be taught remotely

**Requirements/Evaluation:** evaluation will be based on participation, five 5-6-page papers/presentations, and five 1-2 page responses

**Prerequisites:** an ability to read music is desirable but not required

**Enrollment Limit:** 10

**Enrollment Preferences:** students with demonstrated interest in music

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will write five 5-6 page papers and five 1-2 page responses, and will receive extensive feedback on their writing.

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**MUS 278  (S) Carmen, 1845 to Now  (DPE) (WS)**

**Cross-listings:** MUS 278  WGSS 248

**Primary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Geï* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

**Requirements/Evaluation:** Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

**Expected Class Size:** 8

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

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

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.
Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021
TUT Section: RT1   MW 11:45 am - 1:00 pm   M. Jennifer Bloxam

MUS 279 (F) American Pop Orientalism (DPE) (WS)
This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, "Chinatown, My Chinatown," Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer's Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Attributes: AMST Arts in Context Electives ASAM Core Courses

Fall 2020
TUT Section: HT1   TBA   W. Anthony Sheppard

PHIL 109 (F) Skepticism and Relativism (WS)
Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Class Format: This tutorial will convene remotely via Zoom video according to a fixed weekly schedule agreed upon by the instructor and the two
tutorial participants at the beginning of the semester.

**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.

**Prerequisites:** None; this tutorial is an appropriate first course in PHIL.

**Enrollment Limit:** 8

**Enrollment Preferences:** First-year students; there is no need to write to the instructor indicating a special interest in the tutorial. If oversubscribed, students will be selected randomly.

**Expected Class Size:** 8

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

**Unit Notes:** Meets 100-level PHIL major requirement

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

**Writing Skills Notes:** Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

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**Fall 2020**

**TUT Section:** RT1 TBA Joseph L. Cruz

**PHIL 115 (S) Personal Identity (WS)**

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy, e.g. metaphysics, epistemology, moral and political philosophy, philosophy of mind. Conceptions of person are equally important in science (especially in psychology), law, and the arts. Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? Our starting and central question will be: What makes me the particular person that I am, and how is my identity as this individual person preserved over time? The course will place special emphasis on developing students' intellectual skills in close, analytical reading; reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments, orally and in writing; responding to the claims and arguments presented in texts and in class; and writing clear, polished, well-argued papers.

**Requirements/Evaluation:** Class attendance, preparedness and participation; additional small group weekly meetings; 12 short writing assignments. No final paper and no exam.

**Prerequisites:** None; open to first year students

**Enrollment Limit:** 12

**Enrollment Preferences:** Freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

**Expected Class Size:** 12

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

**Unit Notes:** Meets 100-level PHIL major requirement

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

**Writing Skills Notes:** Students will write weekly short assignments (at most 1000 words long), six of which will be letter-graded (but only five best assignments will count for the final grade). All assignments will receive detailed comments on substance as well as on writing skills and strategies.

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**Spring 2021**

**SEM Section:** R1 MWF 12:00 pm - 12:50 pm Bojana Mladenovic

**PHIL 116 (S) Perception and Reality (WS)**

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: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students must attend class synchronously with the in-person seminar and video will not be recorded. Supplemental material—e.g., all office hours and study hall for essays—will convene on-line.

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Strong preference given to first-years and sophomores; there is no need to email the professor in advance to indicate a special interest in the course.

Expected Class Size: 16

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

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will craft 4 six page essays, each with extensive comments on structure and composition with an eye toward developing their skills in philosophical writing.

Spring 2021

SEM Section: H1    TR 9:45 am - 11:00 am    Joseph L. Cruz

PHIL 121  (F)(S)  Truth, Goodness, and Beauty  (WS)

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 “objective,” in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

Class Format: Remote

Requirements/Evaluation: Attendance, participation in class discussions, comments added to essays during class discussion.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students and potential Philosophy majors

Expected Class Size: 12

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

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students write 1-page papers on assigned topics for most classes. I will grade and comment on 18 and a teaching assistant will comment on but not grade another 13. Comments will aim to enable students to improve their writing skills.

Fall 2020

SEM Section: H1    MWF 10:40 am - 11:30 am    Alan White

Spring 2021

SEM Section: R1    MWF 10:40 am - 11:30 am    Alan White

PHIL 126  (F)  Paradoxes  (WS)

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: The format of this class is different this year. The instructor will record 2-3 lectures per week which will be made available online. We will also have small tutorial-style meetings each week for which some students will write papers and others will comment on these papers. These tutorial-style meetings will be in-person or via zoom. Finally, there will be synchronous weekly meetings of the class as a whole for discussion and review.

Requirements/Evaluation: (i) Weekly small group papers (4-5 pages) or comments (1-2 pages) on papers of peers; (ii) Final term-paper (~10 pages) in multiple drafts; (iii) Active and informed participation in class discussions.

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: First and second year students. Prospective philosophy majors.
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Unit Notes: Meets 100-level PHIL major requirement
Distributions: (D2) (WS)

Writing Skills Notes: Students will write a number of short papers and responses to papers of their peers. Both the content and the writing will be evaluated. These papers will focus on clear and precise presentation and evaluation of arguments. Each student will also write a final term-paper in multiple drafts. For the final paper, each student will develop a topic in consultation with the instructor and will do independent research. They will submit a first draft and will then revise that draft.

Fall 2020
SEM Section: H1    MWF 8:15 am - 9:30 am     Keith E. McPartland

PHIL 127 (F)(S) Meaning and Value (WS)
What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can luck spoil an otherwise meaningful life? Can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length), five critiques (2-3 pages in length), and one rewrite.

Prerequisites: None. This tutorial is an appropriate first course in PHIL.

Enrollment Limit: 10

Enrollment Preferences: First-year students and potential philosophy majors

Expected Class Size: 10

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

Unit Notes: This course meets the 100-level PHIL major requirement.

Distributions: (D2) (WS)
**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

**Fall 2020**
TUT Section: RT1    TBA    Melissa J. Barry

**Spring 2021**
TUT Section: RT1    TBA    Melissa J. Barry

**PHIL 211 (F) Ethics of Public Health (WS)**
From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

**Class Format:** This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

**Requirements/Evaluation:** Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term

**Expected Class Size:** 10

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

**Unit Notes:** Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective requirement, but they may not use both courses to do so.

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

**Writing Skills Notes:** Students will write six biweekly papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** PHIL Contemporary Value Theory Courses  PHLH Bioethics + Interpretations of Health

**Fall 2020**
TUT Section: RT1    TBA    Julie A. Pedroni

**PHIL 213 (S) Biomedical Ethics (WS)**
Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which
Case they would like to address; in others the case will be assigned.

Class Format: students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners’ essays in alternate weeks

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses  PHLH Bioethics + Interpretations of Health

Spring 2021

TUT Section: RT1  TBA  Julie A. Pedroni

PHIL 236  (F)  Contemporary Ethical Theory  (WS)

This course will examine central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? Which characteristics of persons give them moral status? How should moral equality be understood, and what is its foundation? When should we give morality priority over personal commitments and relationships, and why? What makes an individual’s life go well? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods should we pursue these questions? We will examine these and related issues by looking in depth at contemporary defenses of consequentialist, deontological, and contractualist theories.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed upon by the instructor and participants.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length).

Prerequisites: at least one PHIL course or permission of instructor

Enrollment Limit: 10

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, spaced evenly throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2020

TUT Section: RT1  TBA  Melissa J. Barry

PHIL 243  (F)  The Philosophy of Higher Education: College Controversies  (WS)

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of controversies in American higher education, concentrating especially on debates about the curriculum. We will then turn to contemporary controversies such as campus free speech. Assigned works will include Booker T.
Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week. The default assumption is that this course will meet on-line. If the weather permits we could sometimes meet outside. If there is a reasonably sized well ventilated classroom we could occasionally meet there.

Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2020

TUT Section: RT1    TBA    Steven B. Gerrard

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Secondary Cross-listing

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: Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate week

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

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

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

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

Distributions: (D2) (WS)

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

ENVI 244 (D2) PHIL 244 (D2)
Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2021
TUT Section: RT1 TBA Julie A. Pedroni

PHIL 250 (S) Philosophy of Economics (WS)
The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, “If you're so smart, why ain't you rich?” Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

Requirements/Evaluation: six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors, then Economics majors and potential majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Spring 2021
TUT Section: RT1 Cancelled

PHIL 252 (F) Autopoietic Systems (WS)

Cross-listings: PHIL 252 STS 252

Primary Cross-listing

In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components—ultimately, atoms—interact in ways governed by mathematical laws, and--for Descartes and his followers--animals, too, are machines rather than organisms. Hence, Laplace's (1814) thesis that "An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes." This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on
autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

**Class Format:** Virtual

**Requirements/Evaluation:** Presentations, responses to presentations, essays, response papers, participation in discussions.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and potential majors.

**Expected Class Size:** 10

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

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

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

PHIL 252 (D2) STS 252 (D2)

**Writing Skills Notes:** Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Fall 2020

TUT Section: HT1 TBA Alan White

**PHIL 272 (S) Free Will and Responsibility (WS)**

**Cross-listings:** PHIL 272 JLST 272

**Primary Cross-listing**

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

**Class Format:** This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

**Requirements/Evaluation:** Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

**Prerequisites:** one PHIL course

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

PHIL 272 (D2) JLST 272 (D2)

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses
PHIL 326 (S)  **Foucault Now**  (DPE) (WS)

**Cross-listings:** WGSS 336  PHIL 326

**Primary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's *Exposed: Desire and Disobedience in the Digital Age*, Saidiya Hartman's *Wayward Lives, Beautiful Experiments* (2019), Verena Ehrlenbusch's *Terrorism: A Genealogy*, Cressida Heyes' *Anaesthetics*, Ladelle McWhorter's *Racism and Sexism in Anglo-America: A Genealogy*, and *Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition*, eds. Perry Zurn and Andrew Dilts.

**Class Format:** I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

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

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

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

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses
discuss both, we will focus primarily on the concept of distributive justice. This theoretically oriented work will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform; justice in health care rationing and access to health care, with particular attention to the intersections of rationing criteria with gender, sexuality, 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 low resource settings.

Class Format: This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

Requirements/Evaluation: biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those with curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment, and those who are unlikely to have an opportunity to take the course in a later term

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2020

TUT Section: RT1 TBA Julie A. Pedroni

PHIL 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

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

Secondary Cross-listing

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

Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Spring 2021
PHLH 220 (F) International Nutrition  (DPE) (WS)
Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

Class Format: This class will be remote. Each week students will typically be asked to (1) watch a series of short lectures- think 10-15' clips, (2) read peer reviewed articles and post on discussion boards (3) attend synchronous meetings - both in small groups of and as a whole class during assigned class time. Instructor will also be available for one-on-one online meetings/check-ins.

Requirements/Evaluation: six 1-page essays, one final term paper (10-15 pages), one oral presentation, and active class participation

Prerequisites: PHLH 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Public Health concentrators

Expected Class Size: 12

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) which will help build the specific writing skills necessary for the final 10- to 15 page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of international development and nutrition programming.

Attributes: PHLH Nutrition,Food Security+Environmental Health

Fall 2020

POEC 214 (S) The Economics and Ethics of CO2 Offsets  (WS)

Cross-listings: POEC 214 ENVI 212 ECON 214

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental
Studies

**Expected Class Size:** 10

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

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

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

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner’s papers. As the final assignment, each student will revise one of their five papers.

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2021

TUT Section: RT1 TBA Ralph M. Bradburd

**PSCI 160 (F) Refugees in International Politics** (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be—how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey stereotypes; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** eleven essays: five lead, five response, and one statement. The first two weeks’ essays’ grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** In addition to writing every week, students will have a chance to write ungraded work; will have a chance to revise submitted work; and will have a chance to work on specific skills cumulatively.

**Difference, Power, and Equity Notes:** This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2020

TUT Section: RT1 TBA Cheryl Shanks

**PSCI 255 (S) Weaponized Leadership: Demagoguery and Populism in Contemporary Perspective** (WS)

**Cross-listings:** LEAD 255 PSCI 255

**Secondary Cross-listing**

Since Donald Trump began his rhetorical assault on immigrants, the political establishment, and the free press, all in the name of "the American people," terms like demagoguery and populism have come to dominate American political discourse. Demagogues and populists are often defined as bad leaders who manipulate the emotions of their audiences for the sake of personal ambition-- leaders who turn a good thing (popular government) into something dangerous. At the same time, and as Trump has shown, many of the tactics that populists and demagogues deploy are politically effective. Protest leaders tell their audiences to get angry and to stand up and fight precisely because this kind of rhetoric can move an audience to action when rational persuasion cannot. And, many of the leaders we think of as great today were regarded as demagogues and populists during their own times. Puzzles like these point to our current political moment. How useful are terms like demagoguery and populism for understanding leadership? How have these terms been weaponized to distort politics instead of clarifying it? Should we reserve these terms for leaders who are truly
bad, and if so, what counts as a "truly" bad leader (as opposed to one we just happen not to like)? Or can demagogic and populists tactics be deployed in better and worse ways? We will approach these questions through a survey of classic and contemporary writings on popular leadership, from Thucydides and Machiavelli to present-day social science. With these competing theories in view, we will read historical and biographical accounts of some of history's most controversial leaders—including Bolivar, Lenin, FDR, and Hugo Chavez—so as to better understand the popular leaders who dominate much of our politics today.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 14

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

Distributions: (D2) (WS)

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

LEAD 255 (D2) PSCI 255 (D2)

Writing Skills Notes: Each student will write a critical essay responding to a particular day's reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

Attributes: LEAD American Domestic Leadership

Spring 2021

SEM Section: H1 MR 3:15 pm - 4:30 pm Charles U. Zug

PSCI 281 (S) Contemporary African Politics (DPE) (WS)

This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

Class Format: A typical class session will be about 40% lecture and 60% discussion

Requirements/Evaluation: Class Participation, Map Quiz, Country Case Study (12 - 15 pages, written incrementally throughout semester) and Presentation

Prerequisites: None.

Enrollment Limit: 16

Enrollment Preferences: all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.

Expected Class Size: 16

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Over the course of the semester, students will produce a substantive political science research paper. We will break the writing
assignment into component parts throughout the semester, focusing on structure, substance, style, and citations. We will revise drafts based on individual feedback, engage in collective writing exercises, as well as learn the elements of peer review.

**Difference, Power, and Equity Notes:** This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

**Attributes:** GBST African Studies Electives  PSCI Comparative Politics Courses

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**Spring 2021**

**SEM Section:** H1  MR 3:15 pm - 4:30 pm  Elizabeth Iams Wellman

**PSCI 312 (S) American Political Thought**  (WS)

**Cross-listings:**  PSCI 312  LEAD 312

**Primary Cross-listing**

From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

**Class Format:** For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.

**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

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 10

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

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

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

PSCI 312 (D2)  LEAD 312 (D2)

**Writing Skills Notes:** Weekly writing with extensive attention to feedback, revision, and improvement.

**Attributes:** AMST Critical and Cultural Theory Electives  LEAD Facets or Domains of Leadership  PHIL Related Courses  PSCI American Politics Courses  PSCI Political Theory Courses

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**Spring 2021**

**TUT Section:** RT1  MW 8:15 am - 9:30 am  Justin Crowe

**PSCI 356 (S) Leadership in American Political Development**  (WS)

**Cross-listings:**  LEAD 350  PSCI 356

**Secondary Cross-listing**

Major change in American politics takes place when an old political order collapses and a new one emerges to replace it, sometimes through violent struggle. Before the Civil War and Reconstruction, for example, states enjoyed autonomy over most areas of politics--including whether or not to maintain slavery. Afterwards, the Federal Government began to assert itself vis-á-vis civil rights and liberties in ways it had never previously done.
Relatedly, before the Great Depression, state government basically managed their own economies; but the New Deal gave the federal government power to create and manage a new, national economy. What are the deep sources of these architectonic changes? Who or what is responsible for them? And what is the best way to study them? This course will survey the alternative and competing ways in which leading thinkers and scholars answer these questions. Some argue that dynamic individuals—such as Lincoln and Franklin Roosevelt—drive political change, and that change would not happen without such leaders. Others contend that these so-called “leaders” are themselves mere bi-products of impersonal forces, such as party realignments, critical elections, and social, economic, and technological changes. Our goal will be to understand these theories on their own terms, and then to evaluate them with reference to some case studies from American history. To this end, we will study theoretical writings but we will also read selections from histories and biographies that draw a more intimate, nuanced picture of the leaders, groups, and personalities involved in America’s most transformative political moments.

**Class Format:** This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

**Requirements/Evaluation:** weekly writing assignments, a medium-length essay, and the option either to write a second medium-length essay or to develop the first essay into a longer research paper

**Prerequisites:** previous course in Leadership Studies, American politics, or American history

**Enrollment Limit:** 14

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Expected Class Size:** 14

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
LEAD 350 (D2) PSCI 356 (D2)

**Writing Skills Notes:** Each student will write a critical essay responding to a particular day’s reading assignment, with the option to rewrite. Students will write a 10-12 page research paper on a topic they will have discussed with me. For the final assessment, students will have the option either to write a second 10-12 page research paper on a topic different from the first, or to expand their original paper into a 25-30 page research essay. I will provide written feedback regarding grammar, style, and argument.

**Attributes:** LEAD American Domestic Leadership

Spring 2021

SEM Section: H1 MR 1:30 pm - 2:45 pm Charles U. Zug

PSCI 373 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)

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

**Secondary Cross-listing**

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

**Requirements/Evaluation:** Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 19

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

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

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

Spring 2021

SEM Section: R1  W 1:10 pm - 3:50 pm  Joy A. James

**PSCI 376  (F)  Angela Davis: Political Theory, Activism, and Alliances**  (DPE)  (WS)

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

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

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

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

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

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

Fall 2020

SEM Section: R1  TBA  Joy A. James

**PSYC 158  (S)  Freud: A Tutorial**  (WS)

**Cross-listings:** PSYC 158  HIST 485

**Secondary Cross-listing**

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, *Civilization and Its Discontents*. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor
will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

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

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

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

PSYC 158 (D2) HIST 485 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2021

TUT Section: RT1 TBA Thomas A. Kohut

REL 268 (F) Where are all the Jews? (DPE) (WS)

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

Secondary Cross-listing

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

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

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students interested in critical and comparative literary, religious or historical studies.
Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 268 (D2) ARAB 363 (D1) JWST 268 (D2) COMP 363 (D1)

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

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

Attributes: JWST Core Electives

Fall 2020

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

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

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

Secondary Cross-listing

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

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

Requirements/Evaluation: weekly tutorial papers and discussion

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

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

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.
REL 284 (S) From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe (WS)

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

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

Attributes: ARTH pre-1800 Courses

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

Secondary Cross-listing

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

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

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

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 412 (D2) REL 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2)

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

Attributes: HIST Group B Electives - Asia

Fall 2020
TUT Section: RT1    TBA     Aparna Kapadia

RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)
This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry and drama from Latin America and Spain. Conducted in Spanish. This course is writing intensive because the techniques of planning, writing, and revising essays will all be extensively discussed and put into practice.

Class Format: This class will be fully remote. Students are expected to be active participants at all scheduled class meetings, which will be used for discussion, collaborative analysis of literature texts, and writing workshops. There will be some additional asynchronous components.

Requirements/Evaluation: assignments will include three 5-page essays, a number of shorter papers, and occasional discussion-leading as well as consistent preparation and class participation

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

Enrollment Limit: 12

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 12

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

Distributions: (D1) (WS)

Writing Skills Notes: Our commitment to the formal analysis of literature in Spanish lends itself to a sustained and focused attention to student writing. As we learn to analyze works of literature, we will bring our attention to questions of rhetoric, style and structure to bear on our own writing also. Papers will be "work-shopped" throughout the semester; students will also practice peer-editing in pairs. Students will also receive extensive
feedback from the professor with the goal of strategic revision.

Spring 2021
SEM Section: R1  MWF 10:40 am - 11:30 am  Jennifer L. French

RLSP 230  (F)  Mexican Literature and Cultural Production  (DPE) (WS)
This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation, active and engaged participation in class discussions.

Prerequisites: RLSP 105, placement exam results, permission of instructor.

Enrollment Limit: 19
Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

Attributes: GBST Latin American Studies Electives

Fall 2020
SEM Section: R1  TF 1:30 pm - 2:45 pm  Carlos Macias Prieto

RLSP 308  (S)  Survey of Colonial Latin American Literature from 1492 to the Early 19th Century  (DPE) (WS)
This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week and it is taught remotely. Conducted in Spanish.

Requirements/Evaluation: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner’s papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation.

Prerequisites: One RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19
Enrollment Preferences: Spanish majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)
Writing Skills Notes: Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Difference, Power, and Equity Notes: This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

Attributes: GBST Latin American Studies Electives

Spring 2021
SEM Section: R1 TF 1:30 pm - 2:45 pm Carlos Macias Prieto

RUSS 218 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)

Cross-listings: AMST 219 RUSS 218 WGSS 217

Secondary Cross-listing

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

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

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

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

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

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

Attributes: AMST Critical and Cultural Theory Electives

Spring 2021
SEM Section: H1 TR 11:30 am - 12:45 pm Alexandar Mihailovic

RUSS 219 (S) Cults of Personality (WS)
First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase “cult of personality” was formulated to discredit the hero-worship that accompanied Joseph Stalin’s iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China’s Mao Zedong, Iran’s Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.

Class Format: remote

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

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

Distributions: (D1) (WS)

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

COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021

TUT Section: RT1    TBA    Julie A. Cassiday

RUSS 248  (F) Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings:  SOC 248  GBST 247  RUSS 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10
Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2020
TUT Section: RT1 TBA Olga Shevchenko
TUT Section: RT1 TBA Olga Shevchenko

STS 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: STS 240 ASTR 240 HSCI 240 LEAD 240

Secondary Cross-listing
In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialógo, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlas of the Moon and 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); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 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); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in William's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1450) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported Sidereus Nuncius, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course
Expected Class Size: 12
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 240 (D2) ASTR 240 (D3) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills
Attributes: LEAD Facets or Domains of Leadership
In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components—ultimately, atoms—interact in ways governed by mathematical laws, and—for Descartes and his followers—animals, too, are machines rather than organisms. Hence, Laplace's (1814) thesis that "An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes." This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

Class Format: Virtual

Requirements/Evaluation: Presentations, responses to presentations, essays, response papers, participation in discussions.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors.

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

PHIL 252 (D2) STS 252 (D2)

Writing Skills Notes: Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.

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

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

Requirements/Evaluation: weekly tutorial papers and discussion

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

THEA 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Primary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgewick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students...
and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

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

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

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

ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021

TUT Section: HT1 TBA Amy S. Holzapfel

THEA 310 (F) Playwriting: Facing the Blank Page (WS) (QFR)

I believe that after food and shelter, humans need stories to survive. This class will focus on each writer's dreams, fears and desires and how to turn them into plays. Students will explore the fundamentals of playwriting. This will include writing exercises, weekly pages, hearing your scenes out loud and at the end of the semester the first draft of a new play.

**Class Format:** Hybrid

**Requirements/Evaluation:** Upon completion of the semester, you will be able to demonstrate and ability to: draft, rewrite, discuss and continue to rewrite; engage verbal discussion of your work and your colleagues work; place the work in context of other artists and artistic pursuits; place work in context of culture and society; complete a full draft of your play.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Theater majors first, then Concentrators

**Expected Class Size:** 10

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

**Distributions:** (D1) (WS) (QFR)

**Writing Skills Notes:** You are expected to attend class, to keep up with required writing, readings drafts pages to class and participate in all discussions.

**Quantative/Formal Reasoning Notes:** You are also expected to think critically and articulate your thoughts.

Fall 2020

SEM Section: H1 RF 3:15 pm - 4:30 pm Lucy Thurber, Ren Dara Santiago

THEA 340 (S) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

**Cross-listings:** THEA 340 ENGL 345 COMP 343
Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

**Class Format:** This course will be remote, with occasional smaller tutorial-style sections. If pandemic conditions change significantly, I will move to in-person and/or hybrid meetings as warranted.

**Requirements/Evaluation:** Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

**Prerequisites:** A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors

**Expected Class Size:** 14

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

**Writing Skills Notes:** Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

**Attributes:** ENGL Literary Histories A

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**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)**

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** remote only, mixture of synchronous online discussions and mini-lectures, etc.

**Requirements/Evaluation:** Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 12

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

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

**Distributions:** (D2) (DPE) (WS)
Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2020
SEM Section: R1  MW 6:45 pm - 8:00 pm  Alison A. Case
SEM Section: R2  MW 11:45 am - 1:00 pm  Emily Mitchell-Eaton

Spring 2021
SEM Section: R1  MR 3:15 pm - 4:30 pm  Kelly I Chung
SEM Section: R2  MW 10:00 am - 11:15 am  Greta F. Snyder

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

Cross-listings:  WGSS 127  CHIN 427  ASST 127

Secondary Cross-listing

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

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

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

Enrollment Limit: 10

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

Expected Class Size: 10

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

Materials/Lab Fee: books and course packet.
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

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

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

Spring 2021
TUT Section: RT1    TBA     Li Yu

WGSS 138  (F) Spectacular Sex  (DPE) (WS)

Cross-listings: WGSS 138  ANTH 138

Primary Cross-listing

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

Requirements/Evaluation: weekly response papers; students will also select past papers to develop and rewrite as more formal essays

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes: This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

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

Fall 2020
TUT Section: RT1    TBA     Gregory C. Mitchell

WGSS 217  (S) Extreme Persuasions: The Far Right in the United States and Russia  (DPE) (WS)

Cross-listings: AMST 219  RUSS 218  WGSS 217
The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

Requirements/Evaluation: On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

Prerequisites: None

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

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

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

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

Attributes: AMST Critical and Cultural Theory Electives

Spring 2021

SEM Section: H1  TR 11:30 am - 12:45 pm  Alexandar Mihailovic

WGSS 248  (S) Carmen, 1845 to Now  (DPE) (WS)

Cross-listings: MUS 278  WGSS 248

Secondary Cross-listing

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones' 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South African director Domford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.
**Requirements/Evaluation:** Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

**Expected Class Size:** 8

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
MUS 278 (D1) WGST 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

**Spring 2021**

TUT Section: RT1 MW 11:45 am - 1:00 pm M. Jennifer Bloxam

**WGSS 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** ENGL 253 WGST 250 THEA 250

**Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Class Format:** For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

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

**Distributions:** (D2) (DPE) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253 (D1) WGSS 250 (D2) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

**Difference, Power, and Equity Notes:**

Spring 2021

TUT Section: HT1    TBA     Amy S. Holzapfel

**WGSS 284 (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)**

**Cross-listings:** REL 284  WGSS 284  ARTH 218

**Secondary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

**Attributes:** ARTH pre-1800 Courses

Spring 2021

TUT Section: RT1    TBA     Peter D. Low
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called “Reality TV.” In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the “American dream.” Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: Remote seminar. The course will feature synchronous online class meetings.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper. Student presentations will be recorded offline and posted to GLOW.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: junior Art majors, followed by senior majors

Expected Class Size: 12

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

Distributions: (D2) (WS)

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

ARTH 310 (D1) WGSS 312 (D2) AMST 333 (D2)

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

Attributes: AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2021

SEM Section: R1  MW 6:45 pm - 8:00 pm  C. Ondine Chavoya

"A language to hear myself": Advanced Studies in Feminist Poetry and Poetics

The title of this course comes from Adrienne Rich’s 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Judith Butler, as we analyze the kinds of performances that brought together feminist poetry and political activism. We spend some time in the archives, analyzing documents from the period, including original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

Class Format: I anticipate that this class will be a hybrid course for students who are both remote and in-person, with a mix of synchronous and asynchronous elements.
**Requirements/Evaluation:** two short analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), short presentation, longer final researched paper (10-12 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
AMST 310 (D2) WGSS 330 (D2) ENGL 302 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, critical summaries of feminist criticism, two four-to-five-page graded papers, one creative assignment, a longer, final researched paper (10-12 pages), written in stages over a period of several weeks with feedback at each stage. Critical feedback on written assignments a week prior to due date through conferences and Google Docs and on graded assignments within one week.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2021
SEM Section: H1    TF 1:30 pm - 2:45 pm     Bethany  Hicok

**WGSS 335 (S) Michelangelo: Self and Sexuality** (WS)

**Cross-listings:** ARTH 331  WGSS 335

**Secondary Cross-listing**

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice—from painting to poetry—wrestles with them in countless, fascinating ways. Students’ writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

**Class Format:** Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

**Requirements/Evaluation:** Five 5-7 page essays, five 1-2 page responses to partner’s essays, critical conversation

**Prerequisites:** Any ARTH course

**Enrollment Limit:** 10

**Enrollment Preferences:** ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zurn and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Attributes: PHIL History Courses