

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.

AAS 206 (S) Beyond the Tiger Mom: Depictions of East Asian Mothers in Contemporary American Literature (WS)

Cross-listings: AAS 206 ENGL 206

Secondary Cross-listing

A tutorial designed to explore the interpretative difficulties and possibilities of East Asian mothers and motherhood in contemporary American literature (fiction and memoir). The "Tiger Mom"--highly controlling, strict, severe almost to the point of abuse--has become the go-to phrase for many Americans when referring to traditional East Asian mothering styles. This attempt to categorize and simplify cultural differences fails to capture the complex nature of East Asian mothering. While the American public imagines East Asian parenting as only unwavering and harsh, immigrant parents, for example, must often find a parenting strategy that bridges traditional East Asian and mainstream American norms. This course will explore the ways that contemporary Asian American authors depict the complexity of East Asian mothering and mothers. What kinds of mothering does the reductive category of Tiger Mom ignore? What are the central questions these authors pose about mothers and motherhood? How do they negotiate the tension between the individual versus the community, or the pursuit of the child's own interests as opposed to success as defined by the parent when it comes to that child's future? And what are the pitfalls of reading literature as social science? In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts covered that week. The other student will write a response paper and join the instructor in a discussion of both papers. The reading list may include work by Ocean Vuong, Yiyun Li, Michelle Zauner, Celeste Ng, Amy Tan, Jessamine Chan, Ed Lin, Maxine Hong Kingston, Trung Le Nguyen, and Amy Chua, among others.

Class Format: In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts covered that week. The other student will write a response paper and join the instructor in a discussion of both papers.

Requirements/Evaluation: A paper or response each week; extensive comments (verbal and written) on published and student work; active participation in class; creation of writing assignments and discussion questions.

Prerequisites: A 100-level English course, or the equivalent.

Enrollment Limit: 10

Enrollment Preferences: Anyone who has taken a 100-level English course, or the equivalent.

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:

AAS 206(D2) ENGL 206(D1)

Writing Skills Notes: A paper a week, of varying lengths, with the opportunity for multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. The students' writing tendencies, critical and analytical writing skills, and their editorial modes are as much a subject of the course as the published literature is.

Attributes: AAS Core Electives ENGL Literary Histories C

Spring 2024

TUT Section: T1 TBA Karen L. Shepard

AAS 414 (S) Race and Performance (DPE) (WS)

Cross-listings: AMST 414 AAS 414 WGSS 414

Secondary Cross-listing

How does one "do" or perform race and gender? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies tandem with contemporary visual and performance art works. In doing so, it will explore how the framework of performance destabilizes notions of race and gender as identities that we are and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies before examining the relational ways racialized and gendered subjects strategically mobilize performance to respond to, negotiate, and navigate life under the conditions of anti-blackness, settler colonialism, racial capitalism, and empire. To this end, we will explore how seemingly racialized and gendered qualities, such as passivity, silence, depression, withholding, sexual submissiveness, contagion, and ignorance, are retooled as feminist and queer of color actions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, two short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, AFR, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

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:

AMST 414(D2) AAS 414(D2) WGSS 414(D2)

Writing Skills Notes: Students will submit two written assignments - an object analysis paper and annotated bibliography - and give and receive peer feedback. They will use these building blocks and feedback on them to complete their final project.

Difference, Power, and Equity Notes: This course centrally examines the intersections of race, gender, sexuality, class, and ability. It explores specific strategies used to critique and navigate conditions under overlapping systems of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AAS Non-Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

AFR 222 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: AFR 222 MUS 217 AMST 222 ENGL 221

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and

Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no 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 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AFR 236 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: GERM 234 AFR 236 COMP 238

Secondary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

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:

GERM 234(D1) AFR 236(D2) COMP 238(D1)

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: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the

dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

AFR 374 (F) Technologies of Race (DPE) (WS)

Cross-listings: AFR 374 STS 373 AMST 372

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no 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 374(D2) STS 373(D2) AMST 372(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

AFR 394 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: AMST 412 STS 412 AFR 394

Secondary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical

toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

Grading: no 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 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 WGSS 113 ENGL 113

Secondary Cross-listing

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

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

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

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 113(D2) WGSS 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

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

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

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

AMST 164 (S) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164 HIST 163

Secondary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities developed to record, remember, advocate, persuade, resist, and express their expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations; artistic and natural science paintings, engravings, and visual culture that circulated through the Atlantic World; diaries and journals as forms of personal as well as collective memory. In the latter part, we will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apess. These materials take us into the complexities of individuals' and communities' interactions and relations of power, and spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century. 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 as well as digital spaces.

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 or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

Grading: no 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 164(D2) HIST 163(D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content;

written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

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

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 218 (S) Black and Brown Jacobins (DPE) (WS)

Cross-listings: PSCI 249 AMST 218

Primary Cross-listing

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, *Black Jacobins*, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois' great book, *Black Reconstruction in America*. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Participation, weekly journal, two 5-page essays

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective 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:

PSCI 249(D2) AMST 218(D2)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course that requires weekly journaling. Journal entries are a means for students to track the progress of their learning, reflect on the reading assignments, practice their writing skills, and receive written feedback. In addition, students will write two persuasive essays in response to a prompt.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

AMST 222 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: AFR 222 MUS 217 AMST 222 ENGL 221

Primary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

Grading: no 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 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AMST 299 (F) Let the Record Show: U.S. Literature of Research and Witness (DPE) (WS)

Cross-listings: AMST 299 ENGL 299

Primary Cross-listing

This is a course on the literature of research and witness in the U.S., from 1853 to the present. We will train our attention on works of long form journalism that stand at the intersection of reportage, archival history, documentary nonfiction, narrative and activism. The writers we study present quantitative and qualitative data that document the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development. How have American writers defied disciplinary boundaries to speak truth to power? What critical reading skills are mobilized by books of sweeping scope and unflinching detail? The course will be taught in reverse chronological order. Readings include: Sarah Schulman, *Let the Record Show*; Layli Long Soldier, *Whereas*; Nicholas Lemann, *The Promised Land*; Theresa Hak Kyung Cha, *Dictee*; James Agee, *Let Us Now Praise Famous Men*; Tillie Olsen, *Yonnondio*; Ida B. Wells, *A Red Record*; and Harriet Beecher Stowe, *Key to Uncle Tom's Cabin*.

Requirements/Evaluation: Evaluation will be based on class participation, writing and discussion. According to the tutorial format, you will be assigned a semester-long partner. You will be expected to write a critical paper every other week, alternating with the critical response to your partner's work.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This is a tutorial for sophomores. Priority will be given to potential American Studies majors, especially those who have taken AMST101; potential English majors will be considered as space is available.

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:

AMST 299(D2) ENGL 299(D1)

Writing Skills Notes: As per traditional tutorial format, this course will be writing intensive. Every week, one student will write a 5-page paper responding to the readings of the week; the other student will craft a response (a combination of written notes and critical conversation). The total amount of writing for each student will thus be upwards of 30 pages. There will be considerable attention given to argument, use of evidence, etc. The option to revise a paper will always be available.

Difference, Power, and Equity Notes: This course shares the core mission of the DPE initiative: to teach students how to "analyze the shaping of social differences, dynamics of unequal power, and processes of change." The course is built around U.S. texts that speak truth to power. Researching and exposing the quantitative and qualitative data that prove the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development, the writers we will study merge research, writing and activism.

Attributes: AMST Arts in Context Electives

Fall 2023

TUT Section: T1 TBA Cassandra J. Cleghorn

AMST 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: REL 318 AMST 318 LATS 318 COMP 328 ENVI 318

Secondary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and concentrators, Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

REL 318(D2) AMST 318(D2) LATS 318(D2) COMP 328(D1) ENVI 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2024

SEM Section: 01 Cancelled

AMST 326 (F) Unfinishing America (DPE) (WS)

Cross-listings: ENGL 316 AMST 326

Primary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE) (WS)

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

ENGL 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

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

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

AMST 372 (F) Technologies of Race (DPE) (WS)

Cross-listings: AFR 374 STS 373 AMST 372

Primary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in

the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no 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 374(D2) STS 373(D2) AMST 372(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

AMST 409 (F) Prehistories of the War on Terror (DPE) (WS)

On September 11th, 2001, members of the terrorist organization Al-Qaeda hijacked four airplanes and crashed them into the World Trade Center, the Pentagon, and rural Pennsylvania. For many Americans this tragedy seemed to come out of nowhere. In an attempt to historicize these shocking events, and the global wars that resulted from them, this course will examine the prehistories of the War on Terror. We will study the United States' emergence as a global power after World War II, US foreign policy and its relationship to the Middle East, and the political and cultural currents that informed American responses to the events of 9/11. We will also explore the history of the War on Terror itself. Topics will include the Cold War, the environmental history of oil, the history of terrorism, the relationship between race and war, and the invasions of Afghanistan and Iraq.

Requirements/Evaluation: Assignments will include participatory discussion, daily responses to assigned readings, short papers, and a research paper.

Prerequisites: Introductory course in American Studies or History; or some prior coursework on US history, empire, foreign relations, race, environment, and violence.

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and students that have completed upper-level coursework in American Studies, History and related fields.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In this workshop-style course students will focus on developing their skills in reading primary and secondary literature, advancing historical arguments, conducting research, engaging in discussion, and producing academic writing. Short writing assignments, peer review, and revision will break down the research process into manageable parts, scaffolding to a final research paper.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often

organized around inequality, with an emphasis on the Cold War and War on Terror. Students will develop tools to analyze how power shapes the differences produced by colonialism, empire, global capitalism, and similar historical processes.

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

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Stefan B. Aune

AMST 412 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: AMST 412 STS 412 AFR 394

Primary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

Grading: no 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 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

AMST 414 (S) Race and Performance (DPE) (WS)

Cross-listings: AMST 414 AAS 414 WGSS 414

Primary Cross-listing

How does one "do" or perform race and gender? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies tandem with contemporary visual and performance art works. In doing so, it will

explore how the framework of performance destabilizes notions of race and gender as identities that we are and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies before examining the relational ways racialized and gendered subjects strategically mobilize performance to respond to, negotiate, and navigate life under the conditions of anti-blackness, settler colonialism, racial capitalism, and empire. To this end, we will explore how seemingly racialized and gendered qualities, such as passivity, silence, depression, withholding, sexual submissiveness, contagion, and ignorance, are retooled as feminist and queer of color actions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, two short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, AFR, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

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:

AMST 414(D2) AAS 414(D2) WGSS 414(D2)

Writing Skills Notes: Students will submit two written assignments - an object analysis paper and annotated bibliography - and give and receive peer feedback. They will use these building blocks and feedback on them to complete their final project.

Difference, Power, and Equity Notes: This course centrally examines the intersections of race, gender, sexuality, class, and ability. It explores specific strategies used to critique and navigate conditions under overlapping systems of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AAS Non-Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 GBST 219 ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

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

Distributions: (D2) (DPE) (WS)

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

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

ANTH 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 ENVI 254 STS 254

Primary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

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:

ANTH 254(D2) ENVI 254(D2) STS 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Spring 2024

ANTH 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: ASIA 258 WGSS 225 REL 258 ANTH 258

Primary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

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:

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1 TBA Kim Gutschow

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

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

Secondary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

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:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

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

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

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

Fall 2023

TUT Section: T1 TBA Kim Gutschow

ANTH 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Primary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

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:

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

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider

encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

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

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

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

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

Prerequisites: ARAB 102 or placement test

Enrollment Limit: 18

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: 14

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

Distributions: (D1) (DPE) (WS)

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

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

Fall 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

ARAB 209 (F) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 COMP 234 ENVI 208

Primary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, 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 interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

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: 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:

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

Fall 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

ARAB 211 (S) Understanding 9/11 and the War in Iraq (DPE) (WS)

Cross-listings: ARAB 211 HIST 116

Secondary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East and the world in general? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events, and the memory of this decade, continue to reverberate today.

Requirements/Evaluation: Several short papers and a final oral history.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores.

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:

ARAB 211(D2) HIST 116(D2)

Writing Skills Notes: In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Magnús T. Bernhardsson

ARAB 212 (F) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in what they called the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey), the place of Christ's life, death, and believed resurrection. Large numbers of pilgrims even made the long journey to the Holy Land, and especially to Jerusalem, to visit a range of sacred sites related to Christ and his saints. When these sites became less accessible with the spread of Islam in the seventh century -- and even before this time -- Europeans sought to recreate many of them at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian, Greek-speaking empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the Latin-speaking polities of Western Europe, focused at least symbolically on their ancient capital of Rome. Together, by way of open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 4-5-page papers; five 1-2-page papers; and one 6-8-page final paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students, 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 210(D2) ARAB 212(D1) ARTH 212(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 4-5-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Fall 2023

TUT Section: T1 TBA Peter D. Low

ARAB 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)

Cross-listings: ARAB 214 MUS 214 COMP 270

Primary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as

their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

Requirements/Evaluation: In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies and Music majors

Expected Class Size: 10

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 214(D1) MUS 214(D1) COMP 270(D1)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Nicholas R Mangialardi

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. The course will also encourage enrolled 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, presentations, quizzes, midterm exam, final exam

Prerequisites: ARAB 202 or equivalent

Enrollment Limit: 8

Enrollment Preferences: Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

Expected Class Size: 2

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.

Fall 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Amal Egeiq

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. 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 Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: 18

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

Expected Class Size: 7

Grading: yes 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 (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. 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 across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Nicholas R Mangialardi

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

Cross-listings: ARAB 363 JWST 268 REL 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.

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: 14

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

Expected Class Size: 14

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:

ARAB 363(D1) JWST 268(D2) REL 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 led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 403 (F) Beyond the Letter: Visual Culture in the Arabic-Speaking World (DPE) (WS)

Whereas poetry has been historically celebrated as the defining form of an "authentic" Arab culture from the pre-Islamic world to the present, visual culture, such as paintings, sculptures, installations, videoart, and photography, among others, has been relegated to the contemporary, the modern, the Westernized, and thereof, a representation of a less "authentic" Arab culture. In this course, we will challenge this false dichotomy by examining a variety of visual culture artifacts from the Arabic-speaking world. Although the scope of our discussion will be limited to works from the 19th century to the present, our questions will investigate the deep roots of visual art in the Arabic-speaking world. We will also examine the work of poets-painters, such as Jabra Ibrahim Jabra and Etel Adnan that expanded from Palestine, Lebanon and Iraq to the United States, the manifestos of the Arab Surrealist Movement in Cairo in the 1930s, the Baghdad Modern Art Group in the 1950s and more recent works by individual artists navigating post-modern aesthetics, and dystopian futures, including Radia Bent Lhoucine, Amina Zoubair, Sophia Al-Maria and Juamana Manna, among others. In discussing these works, we will reflect on political and social events that shaped the production of visual culture in the Arabic-speaking world from the Gulf to the Maghreb. In addition to reading artists' statements, exhibition reviews, art magazines and museum brochures that speak to the alphabet of visual culture, we will listen to interviews and watch short clips. In the process, we will activate advanced grammar and vocabulary skills and employ paralinguistic analysis. The course is taught in Arabic.

Requirements/Evaluation: Active in-class participation; active participation in discussion forums on GLOW; weekly writing assignments of 2-3 pages; two in-class presentations; a final 10-page essay.

Prerequisites: ARAB 302

Enrollment Limit: 10

Enrollment Preferences: ARBIC

Expected Class Size: 7

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write 2-3 pages weekly and will produce a 10-page essay at the end of the course. They will also provide written feedback to in-class presentations and online discussions. The writing assignments will involve working with several drafts, revisions, and regular annotations of artwork.

Difference, Power, and Equity Notes: This course is motivated by addressing the power dynamics between art forms in the Arabic-speaking world (poetry versus visual culture). It also explores the intersection of gender, ethnicity, and access to different expressions and venues of art and art production.

Fall 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Amal Ezeiq

ARAB 404 (S) Topics in Contemporary Arab Cultures (DPE) (WS)

What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources. Taught in Arabic.

Class Format: The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

Requirements/Evaluation: Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

Prerequisites: ARAB 302 or equivalent.

Enrollment Limit: 18

Enrollment Preferences: If the course is overenrolled, preference will be given to Arabic majors.

Expected Class Size: 7

Grading: yes 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, and articles. The students will also write blogs, commentaries, and a final project. 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 across state and community boundaries. 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 Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Spring 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Lama Nassif

ARTH 212 (F) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Primary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in what they called the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey), the place of Christ's life, death, and believed resurrection. Large numbers of pilgrims even made the long journey to the Holy Land, and especially to Jerusalem, to visit a range of sacred sites related to Christ and his saints. When these sites became less accessible with the spread of Islam in the seventh century -- and even before this time -- Europeans sought to recreate many of them at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian, Greek-speaking empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the Latin-speaking polities of Western Europe, focused at least symbolically on their ancient capital of Rome. Together, by way of open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 4-5-page papers; five 1-2-page papers; and one 6-8-page final paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students, 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 210(D2) ARAB 212(D1) ARTH 212(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 4-5-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Fall 2023

TUT Section: T1 TBA Peter D. Low

ARTH 229 (F) The Art of Natural History (WS)

Cross-listings: STS 226 ARTH 229

Primary Cross-listing

The scientific revolutions of the eighteenth and nineteenth centuries fundamentally changed the way the natural world was seen and celebrated, classified and organized, displayed and manipulated. New discoveries in the natural sciences and competing theories of evolution intertwined with shifting conceptions of natural history, of nature, and of humankind's proper place within it. This course will investigate the links between art and natural science. It will seek to understand the crucial role of the visual arts and visual culture in the study and staging of natural history from the eighteenth century to the present. We will pursue the questions that preoccupied the artists themselves. How should an artist react to new ecological insights? What is the proper artistic response to newly discovered flora and fauna? What is the role of aesthetics in the communication of knowledge? How are those aesthetics connected to ethics? How might a drawing of a plant convey information that is different from that of a photograph or a glass model of a plant? How might a theatrical diorama frame a scientific idea in a way that is different from a bronze statue? Students will seek to understand the myriad connections between seeing, depicting, and knowing, to question long-held assumptions about the division between "objective" science and "subjective" art, and to recognize that art has the ability not only to interpret, disseminate, and display scientific knowledge, but to create it as well.

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

Prerequisites: None.

Enrollment Limit: 8

Enrollment Preferences: Sophomores with an interest in art history, art studio, ecology, environmental studies, and science and technology studies, juniors with these same interests, then art history majors, and science and technology majors, in that order.

Expected Class Size: 8

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

Materials/Lab Fee: \$150 Lab and materials fees for all classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (WS)

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

STS 226(D2) ARTH 229(D1)

Writing Skills Notes: This course will require students to write a short paper or a critical response to their partner's paper each week. Students will receive critical feedback on both form and content from their professor and from their peers.

Attributes: ARTH post-1800 Courses

Fall 2023

TUT Section: T1 TBA Catherine N. Howe

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. 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. The course is designed to offer a pluralistic perspective on key theoretical and methodological approaches to art history. Readings will regularly compare the Western discipline with frameworks from other parallel cultures. 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 2022, this class will meet in person. We will meet altogether once per week for a lecture. We will meet a second time each week in a seminar format.

Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word writing project. Participation in class discussion. Attendance.

Prerequisites: any prior ARTH course (one or more 100-level ARTH course[s] recommended). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

Enrollment Limit: 19

Enrollment Preferences: The course is limited to art-history and (with permission) art history/studio majors. If the course is over-enrolled, preference will be given to senior AH majors, then juniors. Second-year students intending to major in art may 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 submit 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 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Murad K. Mumtaz

ARTH 301 (S) Methodologies of Art History (WS)

The purpose of this course is to trace the origin and development of key ideas that define the discipline of art history. They include the idea that art has a history, that style is unique to individuals but also definitive of entire periods or cultures, that interpretation should be contextual, that representation is fundamentally subjective, that art can be an instrument of power, that reception is as much a part of the history of art as production, among many others. This course begins with a series of texts from around 1900, which drew upon nineteenth-century fields such as cultural history, psychology of perception, and psychology of empathy, to articulate the first methodologies of art history. The course then considers the critiques of those methods that emerged in the middle twentieth century from the fields of iconology, marxism, feminism, structuralism, and ethnic studies, among others. The course concludes with a consideration of the current revival of interest in the writings of the first art historians coming from perspectives such as phenomenology, aesthetics, anthropology, new materialism, "Bildwissenschaft," and neo-formalism. In this way, it becomes possible to see that the history of art is not merely the sum total of information available throughout the world about art objects, but also a coherent tradition of methodological debate about what are the most effective and responsible ways of writing the history of art.

Class Format: One one-hour recorded lecture per week will be upload to Glow.

Requirements/Evaluation: Six 1,000-word analytical essays. Six short responses to the papers of tutorial partners. Participation in class discussion. Attendance.

Prerequisites: Two prior ARTH courses (100-level ARTH courses are ideal). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

Enrollment Limit: 10

Enrollment Preferences: This course is designed for art-history majors, and they receive first priority (seniors, then juniors). The course is also open to history and studio majors who need to complete the methods requirement. The course is not open to other students.

Expected Class Size: 5-10

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

Unit Notes: Satisfies the ARTH 301 requirement for the art-history major. It will also satisfy the methods requirement for the history and studio major.

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. 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.

Spring 2024

ARTH 322 (F) Cold War Aesthetics in Latin America (DPE) (WS)

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War in Latin America as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

Requirements/Evaluation: Active participation, leading discussion, and five four-page writing assignments.

Prerequisites: One ARTH course.

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference will be given to Art History majors.

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 Courses

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 333 (F)(S) Once More With Feeling: Reenactment in Contemporary Visual Culture (WS)

Cross-listings: ARTH 333 ARTS 330

Primary Cross-listing

The urge to relive the past is a fundamental human one, and artists have long drawn upon the ritualistic possibilities of reenactment as a way of interrogating time's uneasy returns and losses. In this course, we will study how artists working in a range of media deploy reenactment in collaboration with others, in order to ask what liberatory potential there might be in choosing to restage--and in many ways, relive--the past. This is a hybrid course with roughly 50% of the course dedicated to critical analysis and 50% studio practice. Case studies drawn from film, theater and other art forms will accompany scholarly readings and short writing assignments, and students will also devise their own reenactment experiments in order to access the embodied and experiential possibilities of the course topic.

Class Format: discussion and studio practice

Requirements/Evaluation: 2-3 written responses, 2-3 creative exercises, class participation, one 12-15-page paper OR one creative final project

Prerequisites: must have previously taken one Art History or Art Studio course in any area OR professor permission

Enrollment Limit: 14

Enrollment Preferences: majors

Expected Class Size: 14

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

Materials/Lab Fee: The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Students on financial aid can utilize the Book Grant to cover these expenses.

Distributions: (D1) (WS)

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

ARTH 333(D1) ARTS 330(D1)

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: ARTH post-1800 Courses

Fall 2023

SEM Section: 01 TBA Cancelled

Spring 2024

SEM Section: 01 Cancelled

ARTH 521 (F) Islam and the Image (DPE) (WS)

Cross-listings: REL 420 ARTH 521

Primary Cross-listing

This seminar responds to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in light of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences--even at times bound in the same albums--are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

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:

REL 420(D2) ARTH 521(D1)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with non-Western cultures and epistemologies.

Attributes: ARTH pre-1800 Courses

Fall 2023

SEM Section: 01 M 10:00 am - 12:50 pm Murad K. Mumtaz

ARTS 330 (F)(S) Once More With Feeling: Reenactment in Contemporary Visual Culture (WS)

Cross-listings: ARTH 333 ARTS 330

Secondary Cross-listing

The urge to relive the past is a fundamental human one, and artists have long drawn upon the ritualistic possibilities of reenactment as a way of interrogating time's uneasy returns and losses. In this course, we will study how artists working in a range of media deploy reenactment in collaboration with others, in order to ask what liberatory potential there might be in choosing to restage--and in many ways, relive--the past. This is a hybrid course with roughly 50% of the course dedicated to critical analysis and 50% studio practice. Case studies drawn from film, theater and other art forms will accompany scholarly readings and short writing assignments, and students will also devise their own reenactment experiments in order to access the embodied and experiential possibilities of the course topic.

Class Format: discussion and studio practice

Requirements/Evaluation: 2-3 written responses, 2-3 creative exercises, class participation, one 12-15-page paper OR one creative final project

Prerequisites: must have previously taken one Art History or Art Studio course in any area OR professor permission

Enrollment Limit: 14

Enrollment Preferences: majors

Expected Class Size: 14

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

Materials/Lab Fee: The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Students on financial aid can utilize the Book Grant to cover these expenses.

Distributions: (D1) (WS)

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

ARTH 333(D1) ARTS 330(D1)

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: ARTH post-1800 Courses

Fall 2023

SEM Section: 01 TBA Cancelled

Spring 2024

SEM Section: 01 Cancelled

ASIA 111 (F) The Asia-Pacific War (WS)

Cross-listings: ASIA 111 HIST 112

Secondary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

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:

ASIA 111(D2) HIST 112(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-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.

Attributes: HIST Group B Electives - Asia

Fall 2023

TUT Section: T1 TBA Viktor Shmagin

ASIA 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: ASIA 117 HIST 117 GBST 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 colonial and 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: 19

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

Expected Class Size: 12-15

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:

ASIA 117(D2) HIST 117(D2) GBST 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

Fall 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

ASIA 127 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: ASIA 127 WGSS 127 CHIN 427

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, and films 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.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

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 Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

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:

ASIA 127(D1) WGSS 127(D2) CHIN 427(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' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase 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.

Fall 2023

TUT Section: T1 TBA Li Yu

ASIA 215 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: REL 295 CHIN 215 ASIA 215

Secondary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be

known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), *Mengzi* (often romanized as "Mencius"), and *Xunzi*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

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

Expected Class Size: 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:

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

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

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

Spring 2024

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

ASIA 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: ASIA 258 WGSS 225 REL 258 ANTH 258

Secondary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

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:

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1 TBA Kim Gutschow

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

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

Secondary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

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:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

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

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

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

Fall 2023

TUT Section: T1 TBA Kim Gutschow

ASIA 291 (F) Red Chamber Dreams: Reading China's Greatest Novel (WS)

Cross-listings: COMP 291 ASIA 291

Secondary Cross-listing

Since it first began to circulate in manuscript in the mid-eighteenth century, Cao Xueqin's novel *Story of the Stone* (*Shitou ji*), also called *Dream of the Red Chamber* (*Honglou meng*), has captured the imaginations of readers young and old with its sprawling story of the coming-of-age of members of a wealthy family on the cusp of ruin. As critically acclaimed as it is beloved, *Story of the Stone* is widely regarded as China's greatest novel due to the

intricacy of its narrative, the complexity of its characters, and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. The focus of this tutorial will be reading the 120-chapter novel. Students will have the option to read either in Chinese or English (though papers and class discussion will be in English). We will also read scholarly literature to learn about some of the major critical approaches to the novel, and about its enduring importance in the Chinese literary tradition.

Requirements/Evaluation: Tutorial papers (including revisions); responses to tutorial partners' papers; engagement in in-class discussion.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Comparative literature majors and prospective majors; Asian Studies concentrators.

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 291(D1) ASIA 291(D1)

Writing Skills Notes: Students will draft a 5- to 7-page paper every other week (for a total of five papers), which they will then revise in response to feedback from their tutorial partners and the instructor. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial individualized feedback on both writing and content from the instructor as well as the tutorial partner.

Fall 2023

TUT Section: T1 TBA Sarah M. Allen

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

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

Class Format: three hours per week

Requirements/Evaluation: class presentations and discussion, frequent short papers, and a final paper

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO concentration; 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 seven 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 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Steven J. Swoap

BIOL 209 (F) Animal Communication (WS)

Cross-listings: BIOL 209 NSCI 209

Primary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes

information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, the "piracy" of signaling system by fireflies, statements of identity and affiliation in the form of toothed whales' signature whistles, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, & the student's effectiveness in tutorial presentations.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and senior Neuroscience concentrators who need a Biology elective to complete the concentration

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:

BIOL 209(D3) NSCI 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers, and may rewrite any of them.

Attributes: COGS Related Courses NSCI Group A Electives

Fall 2023

TUT Section: T1 TBA Heather Williams

CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)

Cross-listings: REL 295 CHIN 215 ASIA 215

Primary Cross-listing

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

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

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

Expected Class Size: 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:

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

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

Difference, Power, and Equity Notes: Throughout the course we will examine how these texts deal with issues of differentials of power, both political

and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy and difference functioning in both beneficial and deleterious ways in society.

Spring 2024

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

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

Cross-listings: ASIA 127 WGSS 127 CHIN 427

Primary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films 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.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

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 Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

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:

ASIA 127(D1) WGSS 127(D2) CHIN 427(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' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase 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.

Fall 2023

TUT Section: T1 TBA Li Yu

CLAS 105 (F) Telling Tales in Ancient Greece (WS)

Cross-listings: CLAS 105 COMP 104

Primary Cross-listing

One-eyed monsters, magical spells, and trips to the moon: Greek literature is replete with tales of fantastic creatures and wild adventures. These ancient stories give us valuable opportunities to explore early understandings of "fiction," the development of narrative, and the construction of the storyteller in both poetry and prose. In this course, we will read texts from Homer's *Odyssey* (8th cent. BCE) to Heliodorus' *Aethiopica* (4th cent. CE), alongside a range of scholarly approaches to them. We will pay particular attention to the prose fiction of the Roman imperial era, including both the texts traditionally called the "ancient novel" as well as the various forms of biography, ethnography, and mythography adjacent to them. Throughout, we will explore narratives and representations of gender, sexuality, race/ethnicity, class, and cultural identity, reflecting on how our primary sources engage with their complex social and political contexts. All readings will be in English.

Requirements/Evaluation: regular tutorial papers and response, discussion in tutorial meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores

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:

CLAS 105(D1) COMP 104(D1)

Writing Skills Notes: Students will receive regular feedback on their writing (structure, style, argumentation) from the professor as well as their tutorial partners, which should be taken into account as they move forward in the course and compose subsequent papers and responses.

Fall 2023

TUT Section: T1 TBA Sarah E. Olsen

CLAS 270 (S) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)

Cross-listings: REL 270 COMP 263 CLAS 270

Secondary Cross-listing

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the courses's interpretive approach. The second part of this course explores aspects of the formation of Christianity from its origins as a Jewish movement until its legalization. The third part of the course focuses on the earliest literature produced to memorialize Jesus. The final part of the course emphasizes modern interpretations of Jesus and the movement of which he was a part; here we shall be examining how scholars make use of ancient materials to frame their arguments and the modern contexts and legacies of making meaning out of biblical and other ancient materials.

Class Format: lecture/discussion

Requirements/Evaluation: three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: sophomores, especially potential majors in Religion, Classics, and Comparative Literature

Expected Class Size: 19

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:

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

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

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Denise K. Buell

COMP 104 (F) Telling Tales in Ancient Greece (WS)

Cross-listings: CLAS 105 COMP 104

Secondary Cross-listing

One-eyed monsters, magical spells, and trips to the moon: Greek literature is replete with tales of fantastic creatures and wild adventures. These ancient stories give us valuable opportunities to explore early understandings of "fiction," the development of narrative, and the construction of the storyteller in both poetry and prose. In this course, we will read texts from Homer's *Odyssey* (8th cent. BCE) to Heliodorus' *Aethiopica* (4th cent. CE), alongside a range of scholarly approaches to them. We will pay particular attention to the prose fiction of the Roman imperial era, including both the texts traditionally called the "ancient novel" as well as the various forms of biography, ethnography, and mythography adjacent to them. Throughout, we will explore narratives and representations of gender, sexuality, race/ethnicity, class, and cultural identity, reflecting on how our primary sources engage with their complex social and political contexts. All readings will be in English.

Requirements/Evaluation: regular tutorial papers and response, discussion in tutorial meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores

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:

CLAS 105(D1) COMP 104(D1)

Writing Skills Notes: Students will receive regular feedback on their writing (structure, style, argumentation) from the professor as well as their tutorial partners, which should be taken into account as they move forward in the course and compose subsequent papers and responses.

Fall 2023

TUT Section: T1 TBA Sarah E. Olsen

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 functions of narrative using texts from a wide range of literary traditions, media, and genres. Readings may span classics (e.g. Homeric epic and/or *The Tale of Genji*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Kafka, Tolstoy, Garcia-Marquez, Toni Morrison, and/or James Baldwin), and visual literature from film and drama to graphic memoir (possibly including Mizoguchi Kenji, Art Spiegelman, Alison Bechdel, and/or Asghar Farhadi). We may 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 second half of the course may incorporate a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

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: 18

Enrollment Preferences: Students considering a major in Comparative Literature

Expected Class Size: 18

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:

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 2023

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

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Sarah M. Allen

COMP 117 (F)(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: 19

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

Expected Class Size: 19

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

Fall 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Christian Thorne

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Christian Thorne

COMP 161 (F) Metafiction (WS)

Cross-listings: ENGL 161 COMP 161

Secondary Cross-listing

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, Kelly Link, Paul Park, and others. Ultimately, we will use our study of metafiction to focus 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, and will write two of their essays in collaboration with a Chat AI.

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: 19

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

Expected Class Size: 19

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 161(D1) COMP 161(D1)

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

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

COMP 227 (S) Outdoor Pools: Where Eros Meets Thanatos (WS)

In an outdoor swimming pool is where Eros meets Thanatos: in both F. Scott Fitzgerald's novel *The Great Gatsby* (1925) and Billy Wilder's movie *Sunset Boulevard* (U.S.A., 1950), the protagonists are shot dead in their pool, and in his adaptation of *Romeo and Juliet* (U.S.A., 1996) Baz Luhrmann transposes the balcony scene to an outdoor pool where romance unfolds. What is it about outdoor swimming pools that they irremediably capture our imagination? This interdisciplinary tutorial explores the function and significance of outdoor swimming pools in French, German, and U.S. culture through literature, painting, photography, and film. Whether we regard them as a symbol of status and wealth, the remnants of Hollywood's Golden Age era, the embodiment of order and discipline, or a major environmental impact factor, they nevertheless fascinate us. Because outdoor swimming pools, whether private or public, are a microcosm of society and a metaphor for human civilization, they have also been at the center of discussions about racial segregation and religious discrimination in Europe as well as in the U.S.A.. Although pools are mostly governed by tacit rules, such as respect for personal space and the desexualization of encounters, visitors have often disregarded and broken these regulations. That explains why outdoor swimming pools have often served as the perfect backdrop for literature and cinema's steamiest and most violent scenes. We will start the course with a brief social history of pools and read a few sociological studies of swimming pools by experts (Jeff Wiltse, Kate Moles, Susie Scott) to lay the theoretical ground for our analysis. In the course of the tutorial, we will explore through novels, photographs, paintings, and films the various functions assigned to outdoor swimming pools depending on the time period. We will also delve into the genre of summer pool side literature (the satirical *Summer House with Swimming Pool* (2011) by Hermann Koch, the thriller *The Swimming Pool* (2018) by Clare Mackintosh, and Julie Otsuka's latest novel, *The Swimmers* (2022)) and try to explain its great popularity. While the outdoor pool functions as a mirror of excess and decadence in the 1920's as evidenced by the lavish pool parties thrown by *The Great Gatsby* by F. Scott Fitzgerald (1925), it becomes the epitome of white middleclass suburban life in the 60's as John Cheever's short story *The Swimmer* narrates. During the 1970's, the pool advances as a symbol of sexual liberation as the erotic thriller *The Swimming Pool* (France, 1969) by Jacques Deray, the sexually charged pool paintings *Peter Getting Out of Nick's Pool* (1966) or *Portrait of an Artist (Pool with Two Figures)* (1972) by David Hockney, or the male nudes by Tom Bianchi in his *Fire Island Pines: Poloroids*

1975-1983 attest. In the 1980's the outdoor pool becomes once more the mirror of opulence and eroticism, which Helmut Newton's photographs of Hollywood celebrities (Liz Taylor swimming in her jewels) and for Playboy magazine capture as well as Paul Thomas Anderson's film *Boogie Nights* (U.S.A.,1997) about the booming porn industry during the Reagan-era. Starting in the late 90's, the outdoor swimming pool takes on greater political significance, largely due to the emergence and increasing visibility of female and gay filmmakers. In François Ozon's thriller *Swimming Pool* (France, 1996), the pool is the setting of female solidarity and feminist revenge. In her character study movie *Everyone else* (Germany, 2009), Maren Ade carefully examines how gender roles and stereotypes play out and get reinforced during a pool party. At last, in her recent comedy *Freibad*, (Germany, 2022) Doris Dorrie chooses a women-only public outdoor pool as the backdrop to raise questions of racial segregation and religious discrimination

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Freshmen, sophomores, and juniors

Expected Class Size: 8

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

Distributions: (D1) (WS)

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

Spring 2024

TUT Section: T1 TBA Christophe A. Koné

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

Cross-listings: ARAB 209 COMP 234 ENVI 208

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, 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 interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

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: 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:

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

Fall 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

COMP 238 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: GERM 234 AFR 236 COMP 238

Secondary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

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:

GERM 234(D1) AFR 236(D2) COMP 238(D1)

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: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

COMP 247 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: WGSS 250 THEA 250 ENGL 253 COMP 247

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare

Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL 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:

WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, 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.

Fall 2023

TUT Section: T1 TBA Amy S. Holzapfel

COMP 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

Cross-listings: ENGL 256 THEA 252 COMP 256

Secondary Cross-listing

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors.

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:

ENGL 256(D1) THEA 252(D1) COMP 256(D1)

Writing Skills Notes: Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2024

TUT Section: T1 TBA Robert E. Baker-White

COMP 263 (S) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)

Cross-listings: REL 270 COMP 263 CLAS 270

Secondary Cross-listing

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the course's interpretive approach. The second part of this course explores aspects of the formation of Christianity from its origins as a Jewish movement until its legalization. The third part of the course focuses on the earliest literature produced to memorialize Jesus. The final part of the course emphasizes modern interpretations of Jesus and the movement of which he was a part; here we shall be examining how scholars make use of ancient materials to frame their arguments and the modern contexts and legacies of making meaning out of biblical and other ancient materials.

Class Format: lecture/discussion

Requirements/Evaluation: three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: sophomores, especially potential majors in Religion, Classics, and Comparative Literature

Expected Class Size: 19

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:

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

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

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Denise K. Buell

COMP 265 (F) Theories of Language and Literature (WS)

Cross-listings: ENGL 209 COMP 265

Secondary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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 209(D1) COMP 265(D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Christian Thorne

COMP 268 (S) Novel Worlds (WS)

Cross-listings: ENGL 263 COMP 268

Secondary Cross-listing

Reading a novel can feel like falling into another world, each novel its own trip down a granularly detailed rabbit hole. From Jane Austen's "3 or 4 families in a country village" to the teeming novels of Charles Dickens, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon that notion. We'll read a number of novels, ranging from 19th-century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts preoccupied by world-ness, consider the colonial contexts of some novel worlds, and engage contemporary debates around the possibilities of "World Literature." Likely authors include Jane Austen, Charles Dickens, Lewis Carroll, Arthur Conan Doyle, Oscar Wilde, Italo Calvino, and China Mieville.

Requirements/Evaluation: papers (approximately 20 pages), other forms of writing in-class and otherwise, engaged participation in course discussions.

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

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 19

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:

ENGL 263(D1) COMP 268(D1)

Writing Skills Notes: 4-5 shorter writing assignments totaling 20 pages of writing; regular feedback on writing assignments through written comments and in-person meetings.

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

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Gage C. McWeeny

COMP 270 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)

Cross-listings: ARAB 214 MUS 214 COMP 270

Secondary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

Requirements/Evaluation: In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies and Music majors

Expected Class Size: 10

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 214(D1) MUS 214(D1) COMP 270(D1)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Nicholas R Mangialardi

COMP 291 (F) Red Chamber Dreams: Reading China's Greatest Novel (WS)

Cross-listings: COMP 291 ASIA 291

Primary Cross-listing

Since it first began to circulate in manuscript in the mid-eighteenth century, Cao Xueqin's novel *Story of the Stone* (*Shitou ji*), also called *Dream of the Red Chamber* (*Honglou meng*), has captured the imaginations of readers young and old with its sprawling story of the coming-of-age of members of a wealthy family on the cusp of ruin. As critically acclaimed as it is beloved, *Story of the Stone* is widely regarded as China's greatest novel due to the intricacy of its narrative, the complexity of its characters, and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. The focus of this tutorial will be reading the 120-chapter novel. Students will have the option to read either in Chinese or English (though papers and class discussion will be in English). We will also read scholarly literature to learn about some of the major critical approaches to the novel, and about its enduring importance in the Chinese literary tradition.

Requirements/Evaluation: Tutorial papers (including revisions); responses to tutorial partners' papers; engagement in in-class discussion.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Comparative literature majors and prospective majors; Asian Studies concentrators.

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 291(D1) ASIA 291(D1)

Writing Skills Notes: Students will draft a 5- to 7-page paper every other week (for a total of five papers), which they will then revise in response to feedback from their tutorial partners and the instructor. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial individualized feedback on both writing and content from the instructor as well as the tutorial partner.

Fall 2023

TUT Section: T1 TBA Sarah M. Allen

COMP 299 (F) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: ENGL 294 COMP 299

Secondary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read fifty to eighty pages each week. Each student will participate in at least one roundtable discussion. Writing assignments: three essays of 5-6 pages, one of which will be revised and expanded as a final essay of 8-10 pages.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

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:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

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

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

COMP 311 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: COMP 311 RLSP 304 ENVI 311

Secondary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental

crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature or film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

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:

COMP 311(D1) RLSP 304(D1) ENVI 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024

SEM Section: 01 Cancelled

COMP 328 (S) Myths and the Making of Latine California (WS)

Cross-listings: REL 318 AMST 318 LATS 318 COMP 328 ENVI 318

Secondary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and concentrators, Comparative Literature majors

Expected Class Size: 15

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:

REL 318(D2) AMST 318(D2) LATS 318(D2) COMP 328(D1) ENVI 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2024

SEM Section: 01 Cancelled

COMP 331 (F) The Brothers Karamazov (WS)

Cross-listings: COMP 331 ENGL 371 RUSS 331

Secondary Cross-listing

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

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

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

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

Expected Class Size: 10

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 331(D1) ENGL 371(D1) RUSS 331(D1)

Writing Skills Notes: Students will write six 6-page papers in the course of the semester and received detailed feedback on their writing and argumentation for each paper, which they will be expected to incorporate into subsequent papers.

Attributes: JLST Interdepartmental Electives

Fall 2023

TUT Section: T1 TBA Julie A. Cassidy

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

Cross-listings: ARAB 363 JWST 268 REL 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.

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: 14

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

Expected Class Size: 14

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:

ARAB 363(D1) JWST 268(D2) REL 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

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

DANC 302 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: ENGL 335 DANC 302

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 tutorial, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. 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) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting.

Requirements/Evaluation: This tutorial 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) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

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

Expected Class Size: 6

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 335(D1) DANC 302(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 form. After each cycle of feedback, students will submit a revision, and will 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 that will anchor the tutorial engage with 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

Spring 2024

TUT Section: T1 TBA Munjulika R. Tarah

ECON 463 (F) Financial History (WS)

What can we learn from financial history to understand the successes and failures of finance today and in coming years? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of credit and more generally finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; the evolution of money, from stones or cigarettes to digital currencies; the relationship between finance and government, and the extent to which it has changed over time; lessons from early asset bubbles and more recent crises (including that of 2008-09) for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier eras to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation, including how financial systems can be prepared, if possible, for the risks that are already unfolding -- such as those posed by technology change, electronic currencies, and climate risk.

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

Prerequisites: ECON 251, ECON 252, and ECON 255 (or STAT 346 or Poli Ec 253) are required.

Enrollment Limit: 15

Enrollment Preferences: Senior Economics majors

Expected Class Size: 15

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will either write 6 shorter papers (5-8 pages) or 3 short and one longer research paper. Writing skills and clarity of exposition will be emphasized.

Fall 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Gerard Caprio

ENGL 104 (F) Borders, Migration, and the Literatures of Displacement (DPE) (WS)

In this course we will read literature that is about migration experiences, border-crossings, and various forms of colonial displacement. Our aim in reading such literature will be not merely to study the problem of borders, displacement, and forced migration from a top-down perspective (like that of the analyst who, for the best of reasons, seeks to understand an issue in order to resolve it); but to shift our own perspective away from a position that assumes that the problem is not truly ours in the first place to deal with. While the contemporary issue of global migration and its particular manifestations in and around the site of the U.S.-Mexico border will be a central component of this course, our readings will not be limited to texts that deal exclusively with the historical present or the U.S.-Mexico border alone. As such, readings will likely include work by figures such as: Américo

Paredes, Gloria Anzaldúa, Jason De León, Carmen Boullosa, Héctor Tobar, Javier Zamora, Tayeb Salih, Karen Tei Yamashita, Amara Lakhous, and others.

Requirements/Evaluation: at least 20 pages of writing, regular homework assignments, class participation

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

Difference, Power, and Equity Notes: This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout the globe with a particular emphasis on the Latin American diaspora in the U.S. It emphasizes forms and experiences of displacement produced by the histories of European colonialism and U.S. imperialism.

Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2023

SEM Section: 01 Cancelled

ENGL 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

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: 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:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Kathryn R. Kent

ENGL 108 (F)(S) Idleness & Insubordination: Literatures Against Work (WS)

Under the regime of idleness, to kill the time, which kills us second by second, there will be shows and theatrical performances always and always. --Paul Lafargue, "The Right to Be Lazy" What right do we have to stay in bed? To laze about in the heat of the day? What is the relationship between loafing and literary production? Departing from the ancient paradigm of otium (idleness, leisure, retirement) and negotium (work, service, activity), this course tracks the diversions and detours by which artists and writers have insisted on not keeping busy. We'll consider the possibilities and limits of idleness in the space of the household and on Wall Street; we'll read about people who literally wander and those who stay in place and say, "I prefer not to." Encountering Virgil's world-weary shepherd-songs, Shakespeare's colonial imaginary, and contemporary meditations on pastoral retreat, we'll ask after the difference between idleness as rest and idleness as protest. What poetic, narrative, and visual forms constitute an "idle aesthetic"? Alongside literature and a few films, we'll dip into a selection of theoretical essays that think about how repeated refusals to work can cultivate new subjectivities under capitalism. What forms of creativity and community are developed when we withhold our labors? How do such forms resist and remake the world? Our inquiry will likely include works by Nanni Balestrini, Zora Neale Hurston, June Jordan, Clarice Lispector, Herman Melville, Andrew Marvell, Arthur Rimbaud, Ed Roberson, Ousmane Sembène, Agnès Varda, among others.

Requirements/Evaluation: 4-5 papers, with revisions; a creative assignment. Regular discussion posts, self-reflections, and annotation/journal-entries. Two conferences with instructor.

Prerequisites: None

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will produce at least 20 pages of polished writing across the semester. We'll devote class time regularly to discussing successful writing and revisions skills. Students will receive timely feedback on their assignments. As regular writing is part of an engaged reading practice, students will also be asked to do frequent short informal exercises (in class and out).

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Kathryn Crim

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Kathryn Crim

ENGL 109 (S) Narrating Change (DPE) (WS)

How do we narrate change? Change is radical (from radix, "root," thus pertaining to what is essential) when it alters how we experience, think, and act. If we change radically, and the structure of our experience is altered, how are we then to connect what comes before to what comes after? On the other hand, if change does not cause such a transformation in the self, then how is it experienced? The works we will consider in this class will help us examine the ways human beings work through, think about, and represent change.

Requirements/Evaluation: Four writing assignments, participation in classroom discussions and roundtables, and at least two individual conferences.

Prerequisites: no prerequisites

Enrollment Limit: 19

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: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write more than 20 pages. They will receive extensive feedback on their writing from me and will revise and expand one essay. Texts read in class will also be examined as models for how to organize thought through writing.

Difference, Power, and Equity Notes: Almost all readings for this class require sustained engagement with questions of power, identity, and socioeconomic inequality.

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Paresh Chandra

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.

Spring 2024

SEM Section: 01 MWF 10:00 am - 10:50 am Alison A. Case

ENGL 112 (S) Introduction to Literary Criticism (WS)

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by literary and other conventions, and by the historical and personal circumstances of a work's composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well? This course will focus on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will address longer texts, including at least one play, one novel and one film.

Requirements/Evaluation: Four papers rising from 3-6 pages, discussion board postings, and contribution to class discussions.

Prerequisites: None

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (WS)

Writing Skills Notes: Four papers, rising from 3 pages for the first, to 6 pages for the last. Regular postings on Glow discussion boards. Extensive written feedback on longer papers, plus the option of revision.

Spring 2024

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

Cross-listings: AMST 113 WGSS 113 ENGL 113

Primary Cross-listing

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

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

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

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 113(D2) WGSS 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

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

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

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

ENGL 114 (F) Literary Speakers (WS)

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 twentieth-century writers (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

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: 19

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

Expected Class Size: 19

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.

Fall 2023

SEM Section: 01 Cancelled

ENGL 117 (F)(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: 19

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

Expected Class Size: 19

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

Fall 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Christian Thorne

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Christian Thorne

ENGL 118 (F) 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, Janet Malcolm, Joshua Foer, 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: 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, 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.

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am John E. Kleiner

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 functions of narrative using texts from a wide range of literary traditions, media, and genres. Readings may span classics (e.g. Homeric epic and/or *The Tale of Genji*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Kafka, Tolstoy, Garcia-Marquez, Toni Morrison, and/or James Baldwin), and visual literature from film and drama to graphic memoir (possibly including Mizoguchi Kenji, Art Spiegelman, Alison Bechdel, and/or Asghar Farhadi). We may 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 second half of the course may incorporate a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

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: 18

Enrollment Preferences: Students considering a major in Comparative Literature

Expected Class Size: 18

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:

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 2023

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

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Sarah M. Allen

ENGL 123 (F)(S) The Short Story (WS)

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

Class Format: class meetings will be devoted almost entirely to discussion

Requirements/Evaluation: grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course

Expected Class Size: 19

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

Distributions: (D1) (WS)

Writing Skills Notes: There will be five formal writing assignments, totaling about twenty pages. My response to each paper will include extensive marginal comments on technical issues, and a typed page of comments on the ideas and structure of the paper as a whole. Final grades will be determined by both the student's intellectual engagement and his or her increasing mastery of the art of writing essays.

Attributes: ENGL Creative Writing Courses

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

ENGL 131 (F) All About Sonnets (WS)

Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G. Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

Class Format: first week in regular class meetings, followed by weekly tutorial meetings in pairs

Requirements/Evaluation: five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

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)

Writing Skills Notes: Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Fall 2023

TUT Section: T1 TBA Alison A. Case

ENGL 138 (F) 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 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 theoretical writings on the self by Plato, Thoreau, and Jean-Paul Sartre among others. We'll even try our hand at meditation, while learning about the Buddhist idea of "no self." 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.

Requirements/Evaluation: four essays totaling 18-20 pages; active class participation; participation in other short informal writing assignments.

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (WS)

Writing Skills Notes: Four essays (ranging in length from 4-6 pages long) in multiple drafts, adding up to 18-20 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Bernard J. Rhie

SEM Section: 02 TF 1:10 pm - 2:25 pm Bernard J. Rhie

ENGL 150 (S) Expository Writing (WS)

Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, *The Checklist Manifesto*. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The majority of the readings for this course will be literary essays, mostly contemporary, mostly American.

Requirements/Evaluation: Requirements include active class participation (including peer-editing), drafts and revisions of four to five papers totaling at least 20 pages. Overall evaluation will include improvement and effort.

Prerequisites: none

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D1) (WS)

Writing Skills Notes: This course is devoted to the study of writing, focusing especially on expository essays. Four to five papers are assigned, totaling at least 20 pages. Special attention will be paid to drafts, revision and building peer editing skills. Regular, one-on-one meetings with professor will be encouraged.

Spring 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Cassandra J. Cleghorn

ENGL 151 (F) Lying About the Truth: Writing about Autobiographical Writing (WS)

The goal of this course is to teach you how to write a clear, well-argued, intelligible 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 autobiographical fiction. All readers fall prey to it: the autobiographical fallacy--the conflation of author and narrator. Writers know readers are susceptible to it. A course designed to explore the uses and abuses of the autobiographical fallacy by contemporary American authors. How do writers of autobiographical fiction take advantage of this tendency? What role does the autobiographical play in a writer's authority? What's the relationship between reader and writer in autobiographical writing? What do writers of such fiction want from a reader, and how does encouraging the autobiographical fallacy get them what they want? Reading list may include: Tim O'Brien, Yiyun Li, Junot Diaz, ZZ Packer, Lorrie Moore, Amy Hempel, Nam Le, Dorothy Allison, Ocean Vuong.

Requirements/Evaluation: Several short essays, most with drafts and revisions, one student-led class discussion, written comments on published and student work, active participation in discussions.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Preference to First Year students who do not have a 5 on the AP Lit exam or a 6 or 7 on the IB and have not previously taken a 100-level course.

Expected Class Size: 12

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

Distributions: (D1) (WS)

Writing Skills Notes: Five papers, of varying lengths, most of which will go through multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. Revision built into the course assignments. Commenting on published and peer work as a way to further develop one's own editorial eye.

Attributes: ENGL Literary Histories C

Fall 2023

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

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

ENGL 161 (F) Metafiction (WS)

Cross-listings: ENGL 161 COMP 161

Primary Cross-listing

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, Kelly Link, Paul Park, and others. Ultimately, we will use our study of metafiction to focus 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, and will write two of their essays in collaboration with a Chat AI.

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: 19

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

Expected Class Size: 19

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 161(D1) COMP 161(D1)

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

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

ENGL 162 (S) Robots, Puppets, and Dolls (WS)

Is Pinocchio alive? How about the Terminator, or Chat GPT-3 ? This course explores our persistent interest in human simulacra (robots, puppets, dolls; but also automata and cyborgs) and what they suggest about human identity, independence, and free will. We'll look at a wide range of simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots, AI). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for real people?

Requirements/Evaluation: students write five essays over the course of the term, in addition to a number of ungraded but required exercises

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (WS)

Writing Skills Notes: The course requires frequent and serious written work: six exercises, and five essays of between 750 and 1500 words, over the course of the semester. All the essays receive letter grades, and comments addressed to their design and execution.

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

ENGL 206 (S) Beyond the Tiger Mom: Depictions of East Asian Mothers in Contemporary American Literature (WS)

Cross-listings: AAS 206 ENGL 206

Primary Cross-listing

A tutorial designed to explore the interpretative difficulties and possibilities of East Asian mothers and motherhood in contemporary American literature (fiction and memoir). The "Tiger Mom"--highly controlling, strict, severe almost to the point of abuse--has become the go-to phrase for many Americans when referring to traditional East Asian mothering styles. This attempt to categorize and simplify cultural differences fails to capture the complex nature of East Asian mothering. While the American public imagines East Asian parenting as only unwavering and harsh, immigrant parents, for example, must often find a parenting strategy that bridges traditional East Asian and mainstream American norms. This course will explore the ways that contemporary Asian American authors depict the complexity of East Asian mothering and mothers. What kinds of mothering does the reductive category of Tiger Mom ignore? What are the central questions these authors pose about mothers and motherhood? How do they negotiate the tension between the individual versus the community, or the pursuit of the child's own interests as opposed to success as defined by the parent when it comes to that child's future? And what are the pitfalls of reading literature as social science? In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts covered that week. The

other student will write a response paper and join the instructor in a discussion of both papers. The reading list may include work by Ocean Vuong, Yiyun Li, Michelle Zauner, Celeste Ng, Amy Tan, Jessamine Chan, Ed Lin, Maxine Hong Kingston, Trung Le Nguyen, and Amy Chua, among others.

Class Format: In keeping with tutorial format, students will meet in pairs with the instructor once a week; during these meetings, one student will present a short analytical paper on the texts covered that week. The other student will write a response paper and join the instructor in a discussion of both papers.

Requirements/Evaluation: A paper or response each week; extensive comments (verbal and written) on published and student work; active participation in class; creation of writing assignments and discussion questions.

Prerequisites: A 100-level English course, or the equivalent.

Enrollment Limit: 10

Enrollment Preferences: Anyone who has taken a 100-level English course, or the equivalent.

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:

AAS 206(D2) ENGL 206(D1)

Writing Skills Notes: A paper a week, of varying lengths, with the opportunity for multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. The students' writing tendencies, critical and analytical writing skills, and their editorial modes are as much a subject of the course as the published literature is.

Attributes: AAS Core Electives ENGL Literary Histories C

Spring 2024

TUT Section: T1 TBA Karen L. Shepard

ENGL 209 (F) Theories of Language and Literature (WS)

Cross-listings: ENGL 209 COMP 265

Primary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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 209(D1) COMP 265(D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Christian Thorne

ENGL 221 (F) Hip Hop Culture (DPE) (WS)**Cross-listings:** AFR 222 MUS 217 AMST 222 ENGL 221**Secondary Cross-listing**

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.**Prerequisites:** None**Enrollment Limit:** 19**Enrollment Preferences:** AMST majors or prospective majors**Expected Class Size:** 19**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:**

AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.**Difference, Power, and Equity Notes:** This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.**Attributes:** AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

ENGL 222 (S) Lyric Poetry (WS)

The goal of this writing-skills gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics--relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid-nineteenth century. Among the poets we are likely to study: Ben Jonson, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, Gluck, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.

Requirements/Evaluation: active participation in seminar discussions, and four or five papers (about 20 pages total)**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam**Enrollment Limit:** 19**Enrollment Preferences:** sophomores and first-year students who have not yet taken an ENGL Gateway course**Expected Class Size:** 19**Grading:** yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be 4 or-5 papers assigned, ranging in length from 4-6 pages, spaced evenly throughout the term. Total writing will be about 20 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences related to the papers.

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

Spring 2024

SEM Section: 01 MWF 10:00 am - 10:50 am Stephen Fix

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--Wilfred Owen, W.B.Yeats, W.H.Auden, Robert Lowell, and Seamus Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by James Joyce ("The Dead") and Vladimir Nabokov ("Spring in Fialta").

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, 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 Literary Histories B

Fall 2023

TUT Section: T1 Cancelled

ENGL 253 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: WGSS 250 THEA 250 ENGL 253 COMP 247

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL 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:

WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, 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.

Fall 2023

TUT Section: T1 TBA Amy S. Holzapfel

ENGL 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

Cross-listings: ENGL 256 THEA 252 COMP 256

Secondary Cross-listing

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors.

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:

ENGL 256(D1) THEA 252(D1) COMP 256(D1)

Writing Skills Notes: Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2024

TUT Section: T1 TBA Robert E. Baker-White

ENGL 257 (F) The Personal Essay (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 a Gateway to the English major, this course we will focus on critical methods and analytical writing skills that will serve students who want to pursue more advanced work in the department. (Note: this is not a creative writing course.) We will consider the literary history of the personal essay from Montaigne to yesterday, attending primarily to writers from the 20th and 21st centuries, and from the U.S. The reading list may include: James Baldwin, James Agee, Annie Dillard, Audre Lorde, John McPhee, Joan Didion, Adrian NicholeLeBlanc, Jennifer S. Cheng, Anne Carson, Samuel Delaney, Maggie Nelson, Alexander Chee, Lydia Yuknavitch, Saidiya Hartman and Karen Green.

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: 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: 19

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

Expected Class Size: 19

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

Distributions: (D1) (WS)

Writing Skills Notes: This course will demand weekly writing and critical responses, drafts and revisions of essays, as well as peer editing. There will be 4-5 essays required, for a total of approximately 25-30 pages. One-on-one meetings with the professor will be a regular feature.

Attributes: ENGL 200-level Gateway Courses

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Cassandra J. Cleghorn

ENGL 258 (F) Poetry and the City (WS)

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

Class Format: discussion-based

Requirements/Evaluation: class participation; the course will require four 5-page essays in multiple drafts

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-year and sophomore students who are thinking of majoring in English, and majors who have not yet taken a Gateway course.

Expected Class Size: 19

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

Distributions: (D1) (WS)

Writing Skills Notes: The course will require four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Anita R. Sokolsky

ENGL 262 (F) European Cinema and Film Theory (WS)

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

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1) (WS)

Writing Skills Notes: Four 5-page papers will be assigned, two of them in a first draft and a revision; there will be feedback on these drafts before the revision, as well as on the other two papers before a subsequent paper is due.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Stephen J. Tiff

ENGL 263 (S) Novel Worlds (WS)

Cross-listings: ENGL 263 COMP 268

Primary Cross-listing

Reading a novel can feel like falling into another world, each novel its own trip down a granularly detailed rabbit hole. From Jane Austen's "3 or 4 families in a country village" to the teeming novels of Charles Dickens, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon that notion. We'll read a number of novels, ranging from 19th-century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts preoccupied by world-ness, consider the colonial contexts of some novel worlds, and engage contemporary debates around the possibilities of "World Literature." Likely authors include Jane Austen, Charles Dickens, Lewis Carroll, Arthur Conan Doyle, Oscar Wilde, Italo Calvino, and China Mieville.

Requirements/Evaluation: papers (approximately 20 pages), other forms of writing in-class and otherwise, engaged participation in course discussions.

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

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 19

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:

ENGL 263(D1) COMP 268(D1)

Writing Skills Notes: 4-5 shorter writing assignments totaling 20 pages of writing; regular feedback on writing assignments through written comments and in-person meetings.

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

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Gage C. McWeeny

ENGL 279 (S) Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams (DPE) (WS)

This course is designed to introduce you to Latinx literary and cultural production from the 1930s through the present. We will read and encounter some of the most urgent and exciting literary-artistic texts produced by Latinxs in the U.S., focusing our attention on the post-war period and the flourishing of the Chicano Movement-related cultural renaissance of the late 1960s and early 70s, along with the Movement's significant aftermaths. This focus highlights the significant contributions Chicanx voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyoricans, Cubanans, Central Americans, Afro-Latinxs, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries' most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political equality? To what extent does the Latinx subject's political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture--from the city to the campo to the cultural in-between of the border.

Requirements/Evaluation: Active participation in in-class and online discussion, four 4-5 page essays, writing-related homework assignments, and an 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, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: Sophomores considering the English major, but juniors and seniors are also welcome.

Expected Class Size: 19

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

Difference, Power, and Equity Notes: This course offers students the opportunity to learn and think critically about Latinx community struggles throughout U.S. social history while examining the forms of cultural expression that arise out of and in relation to those struggles. It also delves into the intersectional nature of Latinx community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Spring 2024

SEM Section: 01 Cancelled

ENGL 294 (F) On Occupations: Work, Colonization and Contemporary Life (DPE) (WS)

Cross-listings: ENGL 294 COMP 299

Primary Cross-listing

Reading political essays, critical theory, historiography, and literary works, in this course we will ask what thinking through the different senses of "occupation" can teach us about contemporary life. The course wagers that there is a connection between why some nations are or were "under" occupation and why, as individuals, all of us must "have" occupations. On the one hand, we will think about work: What does it mean to have an occupation today? There was a time when most people could distinguish between the time of work and that of leisure. But we live under a different regime. What now is the difference between work and leisure for those working "gigs"? In the case of "creatives," Bifo Berardi says, it is the soul itself that has been put to work. And then there are those who are unemployed, i.e., those occupied by the most widespread form of work there is--looking for work. On the other hand, we will ask questions about colonialism: Did not Europe's occupation of the globe birth this world in which the only way to live is to be occupied in a narrow sense, i.e., to always be working or looking for work? And isn't one economic function of the occupation of peoples in our own times to create a cheap workforce? Finally, we will ask what art and political organizing can teach us about a "de-occupied" life--a life after work, a life without colonization. Writers will include Marx, Jyotiba Phule, Du Bois, Raymond Williams, Premchand, M. E. O'Brien and Eman Abdelhadi, Bifo Berardi, David Graeber, Mahatma Gandhi, Rabindra Nath Tagore, Mahasweta Devi, Edward Said etc.

Requirements/Evaluation: Students will read fifty to eighty pages each week. Each student will participate in at least one roundtable discussion. Writing assignments: three essays of 5-6 pages, one of which will be revised and expanded as a final essay of 8-10 pages.

Prerequisites: 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores considering majoring in English or Comparative Literature, and English majors who have not yet taken a gateway course.

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:

ENGL 294(D1) COMP 299(D1)

Writing Skills Notes: Students will write over 20 pages in the semester and they will receive extensive feedback.

Difference, Power, and Equity Notes: Students will read and discuss texts about the organization of power in contemporary society. They will reflect upon the economic structures that underpin a range of oppressive social forms.

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

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Paresh Chandra

ENGL 299 (F) Let the Record Show: U.S. Literature of Research and Witness (DPE) (WS)

Cross-listings: AMST 299 ENGL 299

Secondary Cross-listing

This is a course on the literature of research and witness in the U.S., from 1853 to the present. We will train our attention on works of long form journalism that stand at the intersection of reportage, archival history, documentary nonfiction, narrative and activism. The writers we study present quantitative and qualitative data that document the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development. How have American writers defied disciplinary boundaries to speak truth to power? What critical reading skills are mobilized by books of sweeping scope and unflinching detail? The course will be taught in reverse chronological order. Readings include: Sarah Schulman, *Let the Record Show*; Layli Long Soldier, *Whereas*; Nicholas Lemann, *The Promised Land*; Theresa Hak Kyung Cha, *Dictee*; James Agee, *Let Us Now Praise Famous Men*; Tillie Olsen, *Yonnondio*; Ida B. Wells, *A Red Record*; and Harriet Beecher Stowe, *Key to Uncle Tom's Cabin*.

Requirements/Evaluation: Evaluation will be based on class participation, writing and discussion. According to the tutorial format, you will be assigned a semester-long partner. You will be expected to write a critical paper every other week, alternating with the critical response to your partner's work.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This is a tutorial for sophomores. Priority will be given to potential American Studies majors, especially those who have taken AMST101; potential English majors will be considered as space is available.

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:

AMST 299(D2) ENGL 299(D1)

Writing Skills Notes: As per traditional tutorial format, this course will be writing intensive. Every week, one student will write a 5-page paper responding to the readings of the week; the other student will craft a response (a combination of written notes and critical conversation). The total amount of writing for each student will thus be upwards of 30 pages. There will be considerable attention given to argument, use of evidence, etc. The option to revise a paper will always be available.

Difference, Power, and Equity Notes: This course shares the core mission of the DPE initiative: to teach students how to "analyze the shaping of social differences, dynamics of unequal power, and processes of change." The course is built around U.S. texts that speak truth to power. Researching and exposing the quantitative and qualitative data that prove the existence and effects of systemic racism, xenophobia, sexism, homophobia and uneven economic development, the writers we will study merge research, writing and activism.

Attributes: AMST Arts in Context Electives

Fall 2023

TUT Section: T1 TBA Cassandra J. Cleghorn

ENGL 316 (F) Unfinishing America (DPE) (WS)

Cross-listings: ENGL 316 AMST 326

Secondary Cross-listing

The Great American Novel is a moribund cliché. Few would argue that any one work of fiction could capture the essence of American life. In this class, we will flip the Great American Novel on its head by reading Ralph Ellison's unfinished second novel. After publishing the acclaimed *Invisible Man* in 1952, Ellison seemed poised to deliver the next Great American Novel. But he never did. When he died in 1994, 42 years later, he left behind thousands of pages of material, but no finished second novel. Why wasn't he able to finish it? Some of it was bad luck. Some of it was a struggle with genre and form. However, perhaps the real reason Ellison's novel proved impossible is what it was trying to say. This is a book about the historical trauma of racism. Therefore, the thesis of this class is that the Great American Novel cannot be written as long as American history remains whitewashed. Ellison's manuscript shows this in surprising ways, from its depiction of racial passing and the taboo of interracial sex to its extended exploration of Black and Indigenous cultures in the former Oklahoma Territory. In addition to Ellison, we will read the work of the Chicano author Tomás Rivera, whose fragmentary fictions provoke similar questions. This class culminates in a final project that asks students to "unfinish" an American cultural object.

Requirements/Evaluation: Class participation, Discussion facilitation, "Show and Tell" presentation of a cultural object, Reader's Guide, Final Project

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Sophomores, Juniors, and Seniors

Expected Class Size: 10-15

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 316(D1) AMST 326(D2)

Writing Skills Notes: Each student will be responsible for producing a reader's guide to Ellison's unfinished second novel. Students will write, rewrite, and revise their reader's guide throughout the semester. Three drafts will be due throughout the semester. A quality reader's guide will highlight the book's main themes, profile the main characters, and retrace the book's development. Students will also complete one draft of a guide to Rivera's

novella, due at the end of the semester.

Difference, Power, and Equity Notes: "Unfinishing America" satisfies the Difference, Power and Equity requirement because it calls into question mainstream American culture from Black, Chicano, and Indigenous perspectives. It interrogates the relations of power that have driven American history, from the Civil War and Westward expansion in the 19th century to the struggle for Civil Rights against Jim Crow in the 20th. Finally, it asks what it would mean to have true equity amidst great diversity in American culture.

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

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

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

Cross-listings: ENGL 335 DANC 302

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 tutorial, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. 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) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting.

Requirements/Evaluation: This tutorial 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) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 8

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

Expected Class Size: 6

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 335(D1) DANC 302(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 form. After each cycle of feedback, students will submit a revision, and will 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 that will anchor the tutorial engage with 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

Spring 2024

TUT Section: T1 TBA Munjulika R. Tarah

ENGL 343 (S) Whitman and Dickinson in Context (WS)

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

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

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

Enrollment Limit: 10

Enrollment Preferences: English majors

Expected Class Size: 10

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will write at least five 5-7 page papers, five responses to their partner's writing, and on-going commentary from the instructor on their writing skills.

Attributes: ENGL Literary Histories B

Spring 2024

TUT Section: T1 TBA Kathryn R. Kent

ENGL 355 (S) Motherhood and Horror: The Movie (WS)

Horror might be the most durable of film genres as well as the genre that's done the most work in terms of transforming the medium as a whole, and its transgressive nature has insured it attention, giving its most famous texts enormous cultural reach when it comes to ongoing conversations as to what defines evil, what constitutes normality, or what comprises the taboo. A look at the particular anxieties the genre has--especially recently--mobilized through its portraits of mothers and motherhood. The course will also touch on other genres that suggest an unspeakable invisible beneath the maternal quotidian. Films to be studied will include Henry Selick's *Coraline*, Alfred Hitchcock's *Psycho*, Jee-Woo Kim's *A Tale of Two Sisters*, Juan Antonio Bayona's *The Orphanage*, Jordan Peele's *Get Out*, Bong Joon Ho's *Mother*, Jennifer Kent's *The Babadook*, Juan Carlos Fresnadillo's *28 Weeks Later*, and Veronika Franz's and Severin Fiala's *Goodnight Mommy*.

Requirements/Evaluation: bi-weekly papers and responses for each student in the tutorial pairings

Prerequisites: English 203 or 204 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: All interested students should preregister. In the event of over enrollment, entry will be based upon writing samples, with some preference given to English majors.

Expected Class Size: 10

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will be required to 5-6 page papers every other week, and 2-3 page written response papers in between.

Spring 2024

TUT Section: T1 TBA James R. Shepard

ENGL 371 (F) The Brothers Karamazov (WS)

Cross-listings: COMP 331 ENGL 371 RUSS 331

Secondary Cross-listing

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

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

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

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

Expected Class Size: 10

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 331(D1) ENGL 371(D1) RUSS 331(D1)

Writing Skills Notes: Students will write six 6-page papers in the course of the semester and received detailed feedback on their writing and argumentation for each paper, which they will be expected to incorporate into subsequent papers.

Attributes: JLST Interdepartmental Electives

Fall 2023

TUT Section: T1 TBA Julie A. Cassidy

ENGL 391 (F) Contemporary North American Queer Literatures and Theories (DPE) (WS)

Cross-listings: ENGL 391 WGSS 391

Primary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

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: 19

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 19

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 391(D1) WGSS 391(D2)

Writing Skills Notes: This course will require at least 20 pages of writing of various sorts, from shorter critical responses to a longer research paper. Students will receive regular and timely feedback on their writing and gain experience with revision as it relates to the process of refining an argument.

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2023

SEM Section: 01 Cancelled

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 sometimes as a full seminar and other times in tutorial-style 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 2023

HON Section: 01 W 1:10 pm - 3:50 pm Gage C. McWeeny

ENVI 208 (F) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 COMP 234 ENVI 208

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, 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 interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

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: 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:

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

Fall 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

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). Most 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.

Requirements/Evaluation: five essays (5-7 pages each) and five 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 five 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 2024

TUT Section: T1 TBA Julie A. Pedroni

ENVI 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 ENVI 254 STS 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

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:

ANTH 254(D2) ENVI 254(D2) STS 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Spring 2024

TUT Section: T1 TBA Kim Gutschow

ENVI 261 (F) Science and Militarism in the Modern World (WS)

Cross-listings: ENVI 261 STS 261

Primary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 5-7 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (5-7 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will

be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

ENVI 261(D2) STS 261(D2)

Writing Skills Notes: This is a writing intensive tutorial. Students will complete weekly written assignments and receive in-depth feedback to improve their writing. Over the course of the semester, students will write 10 papers ranging from 2-7 pages.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2023

TUT Section: T1 Cancelled

ENVI 291 (S) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 REL 291 SOC 291

Primary Cross-listing

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

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

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

ENVI 291(D2) REL 291(D2) SOC 291(D2)

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

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

Spring 2024

TUT Section: T1 TBA Nicolas C. Howe

ENVI 311 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: COMP 311 RLSP 304 ENVI 311

Secondary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature or film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

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:

COMP 311(D1) RLSP 304(D1) ENVI 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024

SEM Section: 01 Cancelled

ENVI 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: REL 318 AMST 318 LATS 318 COMP 328 ENVI 318

Secondary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and

concentrators, Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

REL 318(D2) AMST 318(D2) LATS 318(D2) COMP 328(D1) ENVI 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2024

SEM Section: 01 Cancelled

ENVI 351 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

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

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

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

ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2023

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2024

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

GBST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: ASIA 117 HIST 117 GBST 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 colonial and 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: 19

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

Expected Class Size: 12-15

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:

ASIA 117(D2) HIST 117(D2) GBST 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

Fall 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 GBST 219 ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

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

Distributions: (D2) (DPE) (WS)

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

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

GBST 348 (S) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 SOC 348 RUSS 348

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 war Russia is currently waging on Ukraine, 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, 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.

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:

GBST 348(D2) SOC 348(D2) RUSS 348(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

Spring 2024

TUT Section: T1 TBA Olga Shevchenko

GEOS 201 (F) Field Methods and Structural Geology (WS)

Geologic history is preserved in rocks and it can be deciphered using fundamental principles such as superposition and cross-cutting relationships. Field observations are essential to understanding the rock record, and data and interpretations are encoded in geologic maps. This course introduces students to topographic and geologic maps, best practices for geologic field work, the field identification of common minerals and rocks, geologic contacts, and structures such as folds, and faults. Students will develop skills for presenting field data in papers, figures, and oral presentations. This course is in the Solid Earth group for the Geosciences major.

Class Format: lecture and discussion, three hours per week and laboratory, three hours per week

Requirements/Evaluation: short weekly writing assignments will form the basis for two 10-page papers based on field trips and a final independent project

Prerequisites: Any 100 level geosciences course or permission of instructor.

Enrollment Limit: 16

Enrollment Preferences: Geosciences majors or students with a strong interest in geosciences

Expected Class Size: 12

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

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: There will be two 10-page papers, each based on four field trips. Students will submit short field descriptions and figures with captions after each field trip. The shorter assignments will be incorporated in two papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2023

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

GEOS 250 (F) 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: 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, 201, 215, 301, 302, 304, 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

Fall 2023

TUT Section: T1 Cancelled

GEOS 302 (S) Sedimentology (WS)

Sediments and sedimentary rocks are the book in which Earth's history is recorded, where we read the stories of ancient oceans and continents, and how life evolved. Sand and dirt preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the ways in which they were deposited, and the ecosystems that they supported. Understanding sediments is also fundamental to society, for many kinds of civil engineering as well as pollution and environmental remediation. We will investigate sediment composition, fluid mechanics, bedforms, and depositional environments, building to an integrated understanding of erosion, deposition, and changes over time. We will also acknowledge and examine the roles that racism and colonialism have played in sedimentologic research. This course is in the Sediments and Life group for the Geosciences major.

Class Format: lecture/discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

Requirements/Evaluation: lab and field exercises, writing assignments, participation in discussions

Prerequisites: At least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

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

Distributions: (D3) (WS)

Writing Skills Notes: Weekly 2-3 page writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Rónadh Cox

LAB Section: 02 R 1:00 pm - 4:00 pm Rónadh Cox

GERM 234 (F) Europe and the Black Diaspora (DPE) (WS)

Cross-listings: GERM 234 AFR 236 COMP 238

Primary Cross-listing

This course provides an overview of the relationships and interactions between the Black diaspora and the European continent in the nineteenth and twentieth centuries. Drawing from biographies, autobiographies, reports, literature, creative arts and academic articles, we will consider the different relationships that have evolved between Black people and Europe over the course of time. Focusing on Central Europe, we will discuss the relationships established between Europe and the Black diaspora, such as Africans, African-Americans, Afro-Latinx and Afro-Caribbeans. Some of the themes we will address include the influence of cultural contact on intellectuals, writers, artists, soldiers, politicians and asylum seekers and their works, factors that established and influenced their relationship with Europe, as well the ways in which these selected people did or did not exert influence on European cultures. We will conclude by looking at some of the current discussions that still revolve around the relationship between the Black diaspora and Europe. Reading and Discussion in English.

Requirements/Evaluation: Active class participation, written homework, short papers and final research paper.

Prerequisites: None.

Enrollment Limit: 19

Enrollment Preferences: If course overenrolls (beyond cap), preference given to first-years, sophomores, and juniors.

Expected Class Size: 15

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:

GERM 234(D1) AFR 236(D2) COMP 238(D1)

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: We will discuss how minorities and minoritized individuals and the identities they hold can be affected by the dominant cultures around them. While we will focus on Europe, we will approach discussions with a comparative view, so as to encourage the students to reflect on how difference, power and equity interact and impact minorities in the context of the United States or wherever they come from.

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

HIST 112 (F) The Asia-Pacific War (WS)

Cross-listings: ASIA 111 HIST 112

Primary Cross-listing

The "Asia-Pacific War," as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the *analysis* of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner's papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

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:

ASIA 111(D2) HIST 112(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-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.

Attributes: HIST Group B Electives - Asia

Fall 2023

HIST 116 (S) Understanding 9/11 and the War in Iraq (DPE) (WS)

Cross-listings: ARAB 211 HIST 116

Primary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East and the world in general? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied. In this segment, students will engage with oral histories and memoirs related to the fateful events of that day. In the following module the political and cultural responses will be considered. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized. Here students will analyze political rhetoric, public discourse, and activism through a range of sources including in the media, the academy, and in popular culture. Then the attention will be turned to the invasion of Iraq in March 2003, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events, and the memory of this decade, continue to reverberate today.

Requirements/Evaluation: Several short papers and a final oral history.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores.

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:

ARAB 211(D2) HIST 116(D2)

Writing Skills Notes: In this writing-intensive first-year seminar, students will engage with primary sources such as oral histories, autobiographies and political tracts and write short interpretive essays that will go through several editing stages. The final writing project will be an oral history of an individual who has a direct personal connection with either 9/11 and/or the wars in Iraq. The students will learn how to synthesize a range of experiences into a 10-12 page paper.

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2024

LEC Section: 01 MWF 11:00 am - 12:15 pm Magnús T. Bernhardsson

HIST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: ASIA 117 HIST 117 GBST 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 colonial and 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: 19

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

Expected Class Size: 12-15

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:

ASIA 117(D2) HIST 117(D2) GBST 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

Fall 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

HIST 122 (S) The Black Death (WS)

In what ways does a pandemic change society? Historians and scientists still debate the development and impact of the second plague pandemic, also known as the Black Death, which decimated the people of Asia, Africa, and Europe in the mid-fourteenth century. For many medieval people, the plague was experienced as a terrifying judgment of God upon the world. In this class, we will see how the plague exposed and exacerbated divisions within society, encouraging new political movements, economic changes, and new forms of expression in art and literature. We will read multiple first-hand accounts of the plague, with an eye to seeing how medieval people tried to understand the calamity through science and religion, and how modern scholars have interpreted the evidence of both written records and archaeology and related sciences. The Black Death is the first global pandemic that produced an extensive written record, and the sources offer us a detailed look at how multiple complex societies handled the crisis.

Requirements/Evaluation: Attendance and participation, three short (3- to 5-page) papers, a final 8-10-page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First- and second-year students. Others will need the permission of the instructor.

Expected Class Size: 10-15

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three short (3-5 page) papers and a longer (8-10 page) research paper. They will receive feedback on all of these. The research paper will be produced in several stages, with the instructor commenting on each step.

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

Spring 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Joel S. Pattison

HIST 128 (F) Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany (DPE) (WS)

The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political

protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West Germans youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.

Requirements/Evaluation: Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

Prerequisites: None

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

Difference, Power, and Equity Notes: This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially different: the peoples of the 'Third World' and West Germany's Turkish migrants.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Charlotte A. Kiechel

HIST 137 (F) Victorian Britain and the Anglo-Afghan Wars (WS)

Long before the US and its allies fought the recent war in Afghanistan (2001-2021), 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.

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: 19

Enrollment Preferences: First-year students, and then sophomores who have not taken a 100-level seminar or tutorial in History.

Expected Class Size: 12-16

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

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Chris Waters

HIST 143 (S) 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.

Requirements/Evaluation: Class participation, a series of 4-page papers, response papers, and a 10-15 page research paper

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

Enrollment Limit: 19

Enrollment Preferences: First year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

Expected Class Size: 19

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three 3-papers on set topics and an 8-10 page research paper. Revision of the first short paper is mandatory, in response to instructor's comments. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on the identifying sources, formulating an argument, and presenting a compelling case.

Attributes: HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2024

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

Requirements/Evaluation: participation; three graded essays (3-5 pages each), handed in as drafts, given comments, and with time for revision; 3-5 very short, ungraded assignments on course content and about library research; one manifesto (any length) and a final reflection paper (3-5 pages).

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students and then sophomores

Expected Class Size: 12

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate between doing short graded and ungraded assignments in the first 8-10 weeks of the class: the 3 graded assignments (varying length, but no more than 7 pages maximum) each will involve a draft, and then a revision based on instructor comments; the ungraded assignments will be either informal, analytical responses to the reading; short, creative responses; or discussion questions. Students will

also each write a manifesto and a short, final reflection paper.

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

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

HIST 163 (S) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164 HIST 163

Primary Cross-listing

How did the multiplicity of people who shaped "early" North America communicate with each other, across profound linguistic, cultural, social, political, and spiritual differences? What strategies did they use to forge meaning and connections in times of tremendous transformation, while maintaining vital continuities with what came before? This course examines histories of communication in North America and the technologies that communities developed to record, remember, advocate, persuade, resist, and express their expectations for the future. Using a continental and transoceanic lens of "Vast Early America," we will take up Indigenous oral traditions, Traditional Ecological Knowledge, wampum belts, and winter counts as expressions of ethics, identity, relationality, and diplomacy among sovereign Native/Indigenous nations; artistic and natural science paintings, engravings, and visual culture that circulated through the Atlantic World; diaries and journals as forms of personal as well as collective memory. In the latter part, we will work with political orations, newspapers, pamphlets, and other forms of print culture that galvanized public opinion in the Age of Atlantic Revolutions; memorials and monuments that communities created to honor ancestors and significant events; material culture such as baskets and weavings that signified through their imagery and physical forms; and social critique and visions of justice in the verse and prose of Phillis Wheatley Peters and William Apress. These materials take us into the complexities of individuals' and communities' interactions and relations of power, and spaces of potential or realized solidarity, alliance, and co-building of new worlds. Throughout we will work together to understand different methodologies, theories, practices, and ethics involved in approaching the past. We will at every turn be attuned to the ongoing significances of these experiences among communities in the twenty-first century. 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 as well as digital spaces.

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 or American Studies; juniors and seniors only with the permission of the instructor

Expected Class Size: 15

Grading: no 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 164(D2) HIST 163(D2)

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

Difference, Power, and Equity Notes: This course centers experiences of diverse people in early America including substantial focus on Native American/Indigenous and African American communities. It introduces foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories; critical vantages on Euro-American settler colonialism; and scholarship on complex entanglements in multiracial and multiethnic communities

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

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

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

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

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

HIST 352(D2) MAST 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)

Cross-listings: HIST 430 JWST 430

Primary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 10-15

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 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

HIST 470 (S) Latinx Migrations: Stories and Histories (WS)

Cross-listings: HIST 470 LATS 470 WGSS 470

Primary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

Requirements/Evaluation: class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, WGSS majors, and Latina/o Studies concentrators, seniors

Expected Class Size: 15

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:

HIST 470(D2) LATS 470(D2) WGSS 470(D2)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Carmen T. Whalen

HIST 488 (F) Sites of Memory and American Wars (WS)

This tutorial will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. Given the enormous national conversation and reconsideration of many of these sites over the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do "sites of memory" tell us about society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

Class Format: Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

Requirements/Evaluation: This course follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: None

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: At the start of the semester, students will outline what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

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

Fall 2023

TUT Section: T1 TBA Karen R. Merrill

JLST 272 (F) Free Will and Responsibility (WS)

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? 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 key question, then, is 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.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course (or permission of instructor; please email with any questions)

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: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Fall 2023

TUT Section: T1 TBA Melissa J. Barry

JWST 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: ARAB 363 JWST 268 REL 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.

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: 14

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

Expected Class Size: 14

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 363(D1) JWST 268(D2) REL 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

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)

Cross-listings: HIST 430 JWST 430

Secondary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

Requirements/Evaluation: Class participation, weekly 500-word discussion posts and a 20-page research paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History majors, seniors, and then juniors

Expected Class Size: 10-15

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 430(D2) JWST 430(D2)

Writing Skills Notes: This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

Difference, Power, and Equity Notes: This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

LATS 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: LATS 115 REL 115 WGSS 115

Primary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

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:

LATS 115(D2) REL 115(D2) WGSS 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Fall 2023

TUT Section: T1 Cancelled

LATS 315 (S) Research Design in Geography: Social Science Perspectives (WS)

How do you design a research project? Which methods of data collection and analysis are appropriate for research questions in Latinx Studies? This course provides an introduction to the process of designing and carrying out a research project, including related to Latinidades, or a plurality of Latinx identities. It introduces students to how social science knowledge is produced to understand the research process, how research emerges, and how we affect research. Course objectives for students are: 1) to design social science research effectively; 2) to critically evaluate the research design of others; 3) to strengthen their academic research and writing skills; and 4) to develop an appreciation for how knowledge is acquired, organized, and communicated. Students will iteratively develop an original research proposal involving several pieces of synthesis. Through applying different research methods to case studies in Latinx Studies, students will understand that the complexity of the issues affecting Latinx communities requires thoughtful research. Students will receive practical training in research protocols, organization methods, project management, and analytical approaches.

Class Format: This class will have short lectures with most of the time dedicated to group discussions. Students should expect to carry out research methods outside of class.

Requirements/Evaluation: Class participation. Assignments where students carry out research methods. Five writing assignments of various page lengths (1-10 pgs) compose students' research proposal project. Each component of the project will be revised by students after professor feedback. These revisions will culminate into a final paper (~20 pages). There will be a final exam.

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators; juniors interested in a senior honors thesis.

Expected Class Size: 12

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will have five writing assignments that build upon each other, from the statement of research topic, initial research questions, annotated bib, draft lit review, and proposed methodology. Students receive critical feedback on grammar, style, and argument and submit revised versions of their assignments. Students submit a completed research project proposal as their final paper.

Attributes: LATS Core Electives

Spring 2024

SEM Section: 01 Cancelled

LATS 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: REL 318 AMST 318 LATS 318 COMP 328 ENVI 318

Primary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being

home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and concentrators, Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

REL 318(D2) AMST 318(D2) LATS 318(D2) COMP 328(D1) ENVI 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2024

SEM Section: 01 Cancelled

LATS 421 (F) Latinx Geographies (WS)

This research seminar examines the history, framework, and scholarship of the growing field of Latinx Geographies within the context of interdisciplinary Latine Studies. This course explores the perspectives, experiences, spatial politics, and place-making practices of Latines to consider their relationship to the built environment. We will examine recent theories regarding space, place, and race; explore them through various Latinx positionalities, such as gender, sexuality, class, and citizenship status; and apply them to literary and media representations of Latine spaces and places, such as the US-Mexico borderlands, barrios, and rural fields. We will consider how undocumented queer and trans migrants have become prominent political actors in social movements, how migration, race, and the environment interact in pollution and activism, how undocumented women negotiate motherhood, how non-profit organizations market Latinidad for infrastructural development, and more. In this interdisciplinary and comparative course, students will be exposed to the genealogy of Latinx Geography, which finds its genesis embedded in Black Geography, Queer (Women) of Color Critique, Latinx Studies, and Ethnic Studies. Students will learn a geographical vernacular to think and articulate spatially in the social sciences and humanities, as they develop their own research projects. Collectively, we will interrogate case studies of Latines in the built environment to make visible how race and space are fundamental tenets of a Latinx geographical analysis. Students will select a research topic and develop their own research project independently and through coursework. Evaluation will be based on class participation, leading discussion, presentations, research proposal, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: Class participation, leading class discussion, proposal, annotated bibliography, short writing assignments, writing workshop participation, presentation, drafts of final paper, and final 15-20 page research paper.

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators; seniors

Expected Class Size: 15

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

Distributions: (D2) (WS)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final research paper. Several short writing assignments focus on interpretations of primary sources and on key arguments in secondary sources. The final paper is written in stages, including a proposal, an annotated bibliography, a draft for workshopping with other students and faculty feedback, and a final presentation along with a revised draft.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS 400-level Seminars

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Edgar Sandoval

LATS 470 (S) Latinx Migrations: Stories and Histories (WS)

Cross-listings: HIST 470 LATS 470 WGSS 470

Secondary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

Requirements/Evaluation: class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, WGSS majors, and Latina/o Studies concentrators, seniors

Expected Class Size: 15

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:

HIST 470(D2) LATS 470(D2) WGSS 470(D2)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

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: 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: 16

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 2024

LEC Section: 01 TR 9:55 am - 11:10 am W. Anthony Sheppard

LEAD 332 (F) New York City Politics: The Urban Crisis to the Pandemic (WS)

Cross-listings: LEAD 332 PSCI 310

Secondary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

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 332(D2) PSCI 310(D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

LEAD 425 (S) Senior Seminar: Leadership and the Anxieties of Democracy (WS)

Cross-listings: LEAD 425 PSCI 414

Primary Cross-listing

This course, the senior capstone for both Leadership Studies and the American Politics subfield in Political Science, examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by surveying institutional constraints confronting contemporary political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment, among others. Then, we will look at some important factors that shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. While the course will focus primarily on the United States, our conceptual framework will be global; though our main interest will be contemporary, we will also examine previous eras in which democratic leadership has come under great pressure. Our primary questions will be these: Why does transformative leadership seem so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: LEAD 125 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

Expected Class Size: 15

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 425(D2) PSCI 414(D2)

Writing Skills Notes: Students receive iterative feedback on their research projects: Their initial proposals receive substantive feedback from fellow students as well as substantive and stylistic feedback from the professor looking toward a formal proposal; and their formal proposals receive extensive comments from both the professor and a student colleague looking toward the final paper. The students will submit writing for feedback the third week of March, the third week of April, and the third week of May.

Attributes: LEAD Facets or Domains of Leadership PSCI American Politics Courses PSCI Research Courses

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

MAST 351 (F)(S) Marine Policy (DPE) (WS)**Cross-listings:** ENVI 351 PSCI 319 MAST 351**Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

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

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

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

ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2023

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2024

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

MAST 352 (F)(S) American Maritime History (DPE) (WS)**Cross-listings:** HIST 352 MAST 352**Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

Class Format: Seminars, discussions, and field seminars

Requirements/Evaluation: Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

Prerequisites: None

Enrollment Limit: 27

Enrollment Preferences: If course over-enrolls, preference will be given to sophomores and juniors

Expected Class Size: 22

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

Unit Notes: Offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

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

HIST 352(D2) MAST 352(D2)

Writing Skills Notes: Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2024

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

MATH 349 (F) Operations of Order (WS) (QFR)

One of the greatest challenges in mathematics is justifying interchanging orders of operations. Most of the time you cannot switch orders. Frequently this is obvious: the square root of a sum is typically not the sum of the square roots; however, there are many important situations where orders can be reversed. The purpose of this class is to highlight some of the difficulties and dangers in such attempts. This will be a writing intensive course, where we work on content for a book that collects counter-examples and theorems in one convenient place while also showcasing the utility of switching orders. We will discuss at great lengths how to do engaging, technical writing, keeping in mind the content and the audience. Students will receive feedback from the professor and probably other professional mathematicians and editors.

Requirements/Evaluation: Mix of homework, exams, and writing, including at least one chapter (consisting of theory, examples, images, homework problem creation and solutions).

Prerequisites: Math 250 or permission of the instructor.

Enrollment Limit: 19

Enrollment Preferences: If over-enrolled, students will be chosen uniformly at random.

Expected Class Size: 10

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

Distributions: (D3) (WS) (QFR)

Writing Skills Notes: Students will be working closely with me and colleagues, receiving feedback on their writing from numerous sources (myself, editors, experts in the field), and their work will be part of the final, published manuscript. We will have numerous discussions about how to write, taking into account the audience and the content.

Quantative/Formal Reasoning Notes: This is a 300 level math course.

Fall 2023

MUS 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)

Cross-listings: ARAB 214 MUS 214 COMP 270

Secondary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

Requirements/Evaluation: In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies and Music majors

Expected Class Size: 10

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 214(D1) MUS 214(D1) COMP 270(D1)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

Difference, Power, and Equity Notes: Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Nicholas R Mangialardi

MUS 217 (F) Hip Hop Culture (DPE) (WS)

Cross-listings: AFR 222 MUS 217 AMST 222 ENGL 221

Secondary Cross-listing

The course examines how young people of color created hip hop culture in the postindustrial ruins of New York City, a movement that would eventually grow into a global cultural industry. Hip hop music producers have long practiced "diggin' in the crates"--a phrase that denotes searching through record collections to find material to sample. In this course, we will examine the material and technological history of hip hop culture, with particular attention to hip hop's tendency to sample, remix, mash-up, and repurpose existing media artifacts to create new works or art. We will use a media archaeological approach to examine the precise material conditions that first gave rise to graffiti art, deejaying, rapping, and breakdancing, and to analyze hip hop songs, videos, and films. Media archaeology is a critical and artistic practice that seeks to interpret the layers of significance embedded in cultural artifacts. How does hip hop archaeology remix the past, the present, and the future? How do the historical, political, and cultural coding of hip hop artifacts change as they increasingly become part of institutional collections, from newly established hip hop archives at Cornell and Harvard to the Smithsonian National Museum of African American History and Culture?

Requirements/Evaluation: Four papers, project with presentation, and a final exam.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST majors or prospective majors

Expected Class Size: 19

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:

AFR 222(D2) MUS 217(D1) AMST 222(D2) ENGL 221(D1)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to use an effective descriptive and critical vocabulary to discuss and analyze artifacts of hip hop culture, with attention to race, gender, class, sexuality, and other categories of social difference. They must understand the material, technological, historical, and cultural contexts that gave rise to hip hop culture, and proficiently synthesize scholarly perspectives related to the formation and transformations of hip hop from the early 70s to the early 21st cent.

Attributes: AFR Culture, Performance, and Popular Technologies AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

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: 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: 16

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:

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 2024

LEC Section: 01 TR 9:55 am - 11:10 am W. Anthony Sheppard

MUS 475 (S) Hearing Through Seeing: Music and Visuality (WS)

We hear music, but seldom is the experience purely aural -- the visual also plays a crucial role. Sound and sight converge when we observe musicians performing in concert venues, patterns of notes and rhythms on the musical score, pictures and text on album and sheet music covers, moving images on screens in films, music videos, and video games. A programmatic work conjures specific images, even whole narratives, in our "mind's eye," or imagination. A work of absolute music, such as a fugue or symphony, can do so as well, although what we envision here may be largely abstract. With hybrid genres, such as opera, musical theater, and dance, the musical and the visual jointly command our attention, often in a spectacular display. This seminar explores myriad ways that "seeing" mediates our experience of hearing, making, and understanding music. We will examine a broad range of topics, including synesthesia; visuality in performance and interpretation; visual metaphors such as line, color, and space in music analysis and criticism; music and representation; intersections between music and painting, sculpture, and architecture; operatic staging; illuminated music manuscripts; eye music and graphic notation; and sound and image in digital media.

Class Format: Students will give presentations on the subjects of their papers.

Requirements/Evaluation: evaluation will be based on three 5-6 page papers, three presentations, a final 8-10 page paper, and class participation

Prerequisites: ability to read music

Enrollment Limit: 8

Enrollment Preferences: junior and senior music majors, and any student with a demonstrated interest in music

Expected Class Size: 8

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

Unit Notes: satisfies the 400-level course requirement for the music major

Distributions: (D1) (WS)

Writing Skills Notes: Students will write three 5-6 page papers and will revise/expand one of them to produce a final 8-10 page paper. Students will receive detailed feedback on their writing.

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Marjorie W. Hirsch

NSCI 209 (F) Animal Communication (WS)

Cross-listings: BIOL 209 NSCI 209

Secondary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, the "piracy" of signaling system by fireflies, statements of identity and affiliation in the form of toothed whales' signature whistles, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, & the student's effectiveness in tutorial presentations.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and senior Neuroscience concentrators who need a Biology elective to complete the concentration

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:

BIOL 209(D3) NSCI 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers, and may rewrite any of them.

Attributes: COGS Related Courses NSCI Group A Electives

Fall 2023

TUT Section: T1 TBA Heather Williams

PHIL 110 (F) History of Modern Moral and Political Philosophy (WS)

This course is a survey of 17th- and 18th-century moral and political philosophy. We will consider whether our individual actions and our societal structures are based in our self-interested desires, our natural instincts, and/or our nature as rational, free, and equal human beings. Authors will include: Hobbes, Locke, Rousseau, Hutcheson, Hume, Smith, and Kant.

Requirements/Evaluation: Students will write a number of short essays.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years

Expected Class Size: 19

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a series of short essays, developing key skills of philosophical writing, including, most prominently, formulating a thesis and developing an argument. Students will receive feedback on drafts, and be required to substantially revise a one graded paper as a final project.

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Justin B. Shaddock

PHIL 116 (S) Mind, Knowledge, and Reality (WS)

This course is an introduction to philosophy through three major themes: The nature of the universe, the existence of gods, 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.

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Strong preference given to first-years and sophomores; do not contact the instructor to plead for special enrollment consideration..

Expected Class Size: 19

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, and each will receive extensive comments on structure and composition with an eye toward developing skills in philosophical writing.

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

PHIL 119 (F) Why Obey the Law? On Democracy and Justice (WS)

What social and political arrangements are most conducive to fostering human well-being and the common good? What makes governmental and

legal authority legitimate? Is democratic rule always best? What are some of the necessary conditions for democracy? We turn first to two of Plato's most famous dialogues, *The Apology* and *The Republic*. The remainder of the course is devoted to political writings by other figures in the Western philosophical tradition (i.e., Hobbes, Locke, Rousseau, Marx, J.S. Mill, W.E.B. Dubois, John Rawls, Charles Mills). While engaging these texts, we will continually reflect on their relevance for thinking about the problems facing liberal democracies today, particularly in the U.S.

Class Format: Class participation will consist of various individual and group exercises designed to give students hands on experiences thinking on their feet, collaborating with others, etc.

Requirements/Evaluation: Six pass/fail short response essays of approximately 500 words each in which students will be asked to engage a particular part of the assigned text (such as explaining what a passage means, drawing connections between different parts of the text, identifying an argument, responding to an argument, etc); two 6-page papers based on professors prompts; participation.

Prerequisites: None. Open to any student interested in the sources of our current understandings of justice, freedom and the strengths and weaknesses of democratic governance structures.

Enrollment Limit: 19

Enrollment Preferences: In the case of over enrollment preference will be given to majors, first years and sophomores

Expected Class Size: 19

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

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: The professor and the teaching assistant will provide detailed comments on short and longer essays and provide occasional peer review opportunities, handouts and discussions of frequent types of errors, different possible approaches to writing and drafting, and the importance of editing and seeking the assistance of writing tutors. Students will be encouraged, but are not required, to make appointments to discuss ideas and drafts.

Attributes: JLST Interdepartmental Electives LEAD Ethical Issues of Leadership

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Jana Sawicki

PHIL 123 (F) Objectivity in Ethics (WS)

Are moral beliefs simply expressions of opinion, or can we construct good arguments on their behalf? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Requirements/Evaluation: Participation in discussion; short response papers; four 5-page papers, evenly spaced throughout the semester

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major

Expected Class Size: 19

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

Unit Notes: Meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Melissa J. Barry

PHIL 126 (S) 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*.

Requirements/Evaluation: (i) short response papers; (ii) midterm paper (~5-6 pages) (iii) Final term-paper (~10 pages) in multiple drafts; (iv) Active and informed participation in class discussions.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First and second year students. Prospective philosophy majors.

Expected Class Size: 15-19

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. Both the content and the writing will be evaluated. These papers will focus on clear and precise presentation and evaluation of arguments. There will be a midterm paper revising an earlier short paper. There will be a final term-paper written in multiple drafts.

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Keith E. McPartland

PHIL 127 (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? How can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings, using rigorous philosophical tools.

Class Format: This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Four lead tutorial papers (5-6 pages in length), seven critiques (2 pages in length), and one rewrite.

Prerequisites: First-years and sophomores only.

Enrollment Limit: 12

Enrollment Preferences: First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major. This tutorial is an appropriate first course in PHIL.

Expected Class Size: 12

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

Unit Notes: This tutorial meets the 100-level PHIL major requirement.

Distributions: (D2) (WS)

Writing Skills Notes: Students will meet in trios for this tutorial. Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2 pages) in alternating weeks. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2024

PHIL 206 (S) Philosophy and Tragedy (WS)

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by rational means. Furthermore, they share the conviction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians emphasize the ways in which the cosmos and our role in it resists any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians can lead to a thoroughgoing nihilism according to which --the best thing of all [for a human being] is never to have born-but the next best thing is to die soon (Aristotle's *Eudemus* as quoted in Nietzsche's *Birth of Tragedy*; see also Sophocles' *Oedipus at Colonus*)." Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing on tragedy and the tragic. We will read the *Oresteia* and *Prometheus Bound* by Aeschylus, Sophocles' *Theban Cycle*, and the *Hippolytus*, *Bacchae* and *Philoctetes* by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will begin with Aristotle's *Poetics* and will continue with Hume's *Of Tragedy*, Hegel's various writings on tragedy, and Nietzsche's *The Birth of Tragedy*. If possible, we will arrange to see a live performance of a Greek tragedy.

Requirements/Evaluation: five papers, five responses and a final paper in multiple drafts; each week one student will write a paper responding to the week's readings and the other student will write a response to that paper

Prerequisites: none;

Enrollment Limit: 10

Enrollment Preferences: Philosophy and Classics Majors

Expected Class Size: 10

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

Unit Notes: Satisfies the philosophy department history (H) requirement.

Distributions: (D2) (WS)

Writing Skills Notes: This is a tutorial in which each student will write 5 papers and 5 paper responses. We will spend a good bit of time discussing writing mechanics and skills as we discuss the papers.

Spring 2024

TUT Section: T1 TBA Keith E. McPartland

PHIL 213 (F)(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.

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 resubmit. 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

Fall 2023

TUT Section: T1 TBA Julie A. Pedroni

Spring 2024

TUT Section: T1 Cancelled

PHIL 224 (F) Nietzsche, Marx and Freud (WS)

Nietzsche, Marx and Freud have had a profound influence on literature, philosophy, and critical theories of the 20th and 21st centuries. In this tutorial we will treat them as diagnosticians of modernity who engaged in unveiling illusions and opening up possible alternative human futures. Each questioned the emancipatory effects of dominant understandings of reason and freedom as well as idealist and humanist accounts of moral progress in history; each aimed to liberate human beings from unnecessary suffering. We will focus on questions concerning their distinctive diagnostic and critical methods, the problems they identified, and their respective understandings of religion and modern science.

Class Format: We may also meet in a seminar format once or twice during the semester.

Requirements/Evaluation: Bi-weekly papers, 2-3 page commentaries, and tutorial discussions.

Prerequisites: One of the following: 100-level Philosophy course or permission of instructor. Exposure to history of modern European philosophy and/or intellectual history will be very helpful.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in modern philosophy and critical theories more generally.

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students write five or six 5-6 page tutorial papers. Each will receive regular feedback to improve their ability to present clear, well-supported and engaging written arguments and interpretations.

Attributes: PHIL History Courses

Fall 2023

TUT Section: T1 TBA Jana Sawicki

PHIL 228 (F) Feminist Bioethics (WS)

Cross-listings: STS 228 WGSS 228 PHIL 228

Primary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures interactions with and within the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of

life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

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

Unit Notes: meets Contemporary 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:

STS 228(D2) WGSS 228(D2) PHIL 228(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

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). Most 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.

Requirements/Evaluation: five essays (5-7 pages each) and five 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 five 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 2024

TUT Section: T1 TBA Julie A. Pedroni

PHIL 272 (F) 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? 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 key question, then, is 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.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course (or permission of instructor; please email with any questions)

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: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Fall 2023

TUT Section: T1 TBA Melissa J. Barry

PHIL 336 (F) Political Liberalism and its Critics (WS)

Political liberalism has been both celebrated and lamented. The philosopher John Rawls is widely credited with reviving liberalism in the late 20th century and providing its most persuasive defense. In this tutorial, we'll read portions of Rawls' major works, *A Theory of Justice* and *Political Liberalism*, and trace how his theory evolved in response to an array of critics, including libertarians, perfectionists, communitarians, feminist philosophers, and critical race theorists. Among other things, these critics challenged Rawls' interpretation and defense of the social contract framework, the ideals of freedom and equality, the content of principles of justice, political neutrality about the good, the nature of the self, the division between public and private spheres, and the distinction between ideal and non-ideal theory. We'll examine these criticisms in depth. If time permits, we'll also look briefly at some recent post-Rawlsian debates about the nature of distributive justice (e.g., luck vs. relational egalitarianism, or global justice).

Class Format: This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length)

Prerequisites: Two previous PHIL courses (including a PHIL 100-level course), or permission of instructor

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)

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

Fall 2023

TUT Section: T1 Cancelled

PHIL 337 (S) Justice in Health Care (WS)

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice specifically within the health care context. While social justice and distributive justice are deeply intertwined in the health care context and we will 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.

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

Spring 2024

TUT Section: T1 TBA Julie A. Pedroni

PSCI 248 (F) The USA in Comparative Perspective (WS)

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; national identity and authoritarian populist nationalism; war and state-building; American exceptionalism, religion, and foreign policy; criminal justice; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.)

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and students who have been denied enrollment in the course previously

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre. For the final class, students bring a one-page response written in "E-prime," English without the verb "to be."

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora PSCI American Politics Courses PSCI Comparative Politics Courses

Fall 2023

TUT Section: T1 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 249 (S) Black and Brown Jacobins (DPE) (WS)

Cross-listings: PSCI 249 AMST 218

Secondary Cross-listing

What does it take to be free in the free world? In this class we explore the dark side of democracy. The title is inspired by C.L.R. James' famous book, *Black Jacobins*, about the Haitian Revolution (1791-1804). This revolution was the most successful revolt of the enslaved in recorded history. But the irony is that their oppressors were the leaders of the French Revolution across the Atlantic. Those who proclaimed "liberty, equality, fraternity" for themselves violently denied them to others. There is a similar dismal irony to the American Revolution, as captured by the title of Frederick Douglass' famous 1852 speech, "What to the Slave Is the Fourth of July?" Not even the Civil War could resolve this issue, as demonstrated by the failure of Reconstruction and the rise of Jim Crow. To revisit this history, we will read W.E.B. Du Bois' great book, *Black Reconstruction in America*. Alongside a selection of readings by canonical postcolonial writers and current political theorists, James and Du Bois provoke us to ask what it would take for the democratic world to be truly free.

Requirements/Evaluation: Participation, weekly journal, two 5-page essays

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors or prospective 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:

PSCI 249(D2) AMST 218(D2)

Writing Skills Notes: "Black and Brown Jacobins" is a writing-intensive course that requires weekly journaling. Journal entries are a means for students to track the progress of their learning, reflect on the reading assignments, practice their writing skills, and receive written feedback. In addition, students will write two persuasive essays in response to a prompt.

Difference, Power, and Equity Notes: "Black and Brown Jacobins" calls into question the success of modern democracy from the perspective of minoritized groups, in particular Black Americans and Afro-Caribbeans. Students will grapple with the legacy of enslavement in the Americas, the Haitian Revolution (1791-1804), the American Civil War and Reconstruction (1861-1877), Jim Crow, and our current era of mass incarceration. The question driving this course is, what does it take to be free in the free world?

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm William Samuel Stahl

PSCI 261 (F) The Arab-Israeli Conflict (WS)

This tutorial will cover the Arab-Israeli dispute--from both historical and political science perspectives--from the rise of the Zionist movement in the late nineteenth century to the present day. It will examine the various explanations that scholars have offered for why the conflict has persisted for so long, how it has evolved over time, the role that outside powers have played in shaping it, and how its perpetuation (or settlement) is likely to impact Middle East politics in the future. More specifically, the class will examine the origins of the Zionist movement; the role that the First World War played in shaping the dispute; the period of the British mandate; the rise of Palestinian nationalism; the Second World War and the creation of the state of Israel; the 1948, 1956, 1967, and 1973 Arab-Israeli wars; Israel's 1982 invasion of Lebanon and its consequences; the promise and ultimate collapse of the Oslo peace process during the 1990s and early 2000s; the rise of groups such as Hamas, Hezbollah, and Palestinian Islamic Jihad; the rightward shift in Israeli politics since 2000; the intensification of Israeli-Iranian antagonism and its implications; the shift in Israel's relations with the Sunni Arab world that has occurred in recent years; and the future of the conflict.

Requirements/Evaluation: Biweekly response papers; Biweekly critiques of partner's response papers; Class participation; Final analytical essay

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Political Science Majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: This class will require students either to write a paper or critique their partner's paper on a weekly basis. Students will also be required to redraft their papers--based on feedback from both their partner and the instructor--with the goal of improving their ability to make compelling arguments in writing.

Attributes: PSCI International Relations Courses

Fall 2023

TUT Section: T1 TBA Galen E Jackson

PSCI 307 (F) American National Identity and State Power (WS)

Debates over American national identity, or what it means to be an American, have intensified in recent years, with a resurgent white Christian nationalism challenging progressive aspirations for a multiracial, environmentally sustainable, liberal democracy. At the same time, Republicans and Democrats fight over the scope and limits of government power on policies ranging from taxation and spending, to abortion, immigration, healthcare, policing, gun ownership, and voting rights. Are these conflicts related, and if so, how? Does how Americans define themselves as a nation inform the shape of the American state and the types of policies it creates? Or is it the reverse? Does the state and its policies make the nation, as many scholars claim? This tutorial investigates the relationship between state and nation over time in the United States. We will explore conflicts over how "the people" are defined in different moments, and we will examine how these conflicts connect to the exercise of state power in areas including territorial expansion, census taking, public health, immigration, social welfare, and policing.

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: At least one political science class or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Political science majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: PSCI American Politics Courses

Fall 2023

TUT Section: T1 MWF 8:30 am - 9:45 am Nicole E. Mellow

PSCI 310 (F) New York City Politics: The Urban Crisis to the Pandemic (WS)

Cross-listings: LEAD 332 PSCI 310

Primary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

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 332(D2) PSCI 310(D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC Depth POEC Skills PSCI American Politics Courses PSCI Research Courses

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

Class Format: This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

Requirements/Evaluation: Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

Prerequisites: none

Enrollment Limit: 23

Enrollment Preferences: must be enrolled at Williams-Mystic in Mystic, Connecticut

Expected Class Size: 22

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

Unit Notes: must be enrolled at Williams-Mystic in Mystic, Connecticut

Distributions: (D2) (DPE) (WS)

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

ENVI 351(D2) PSCI 319(D2) MAST 351(D2)

Writing Skills Notes: Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

Difference, Power, and Equity Notes: Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC Depth

Fall 2023

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2024

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

PSCI 349 (S) Cuba and the United States (DPE) (WS)

We examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. The course begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual identity; the institutions of "popular power"; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: any course on Latin America or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, the professor meets with them individually to discuss the composition and presentation of each genre. For the final class, students write a one-page paper in E' (E-prime), English without the verb "to be."

Difference, Power, and Equity Notes: Among other topics, the course describes an independence war fought by insurgents dedicated to color-blind citizenship (even as the "civilized world" embraced scientific racism); neo-colonialism under the Platt Amendment and after; race and the Revolution; gender and the changing treatment of sexual identity under the Revolution; and the categorical power differences that arise when only one political party is permitted to organize.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses

Spring 2024

TUT Section: T1 TBA James E. Mahon

PSCI 414 (S) Senior Seminar: Leadership and the Anxieties of Democracy (WS)

Cross-listings: LEAD 425 PSCI 414

Secondary Cross-listing

This course, the senior capstone for both Leadership Studies and the American Politics subfield in Political Science, examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by surveying institutional constraints confronting contemporary political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment, among others. Then, we will look at some important factors that shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. While the course will focus primarily on the United States, our conceptual framework will be global; though our main interest will be contemporary, we will also examine previous eras in which democratic leadership has come under great pressure. Our primary questions will be these: Why does transformative leadership seem so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: LEAD 125 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

Expected Class Size: 15

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 425(D2) PSCI 414(D2)

Writing Skills Notes: Students receive iterative feedback on their research projects: Their initial proposals receive substantive feedback from fellow students as well as substantive and stylistic feedback from the professor looking toward a formal proposal; and their formal proposals receive extensive comments from both the professor and a student colleague looking toward the final paper. The students will submit writing for feedback the third week of March, the third week of April, and the third week of May.

Attributes: LEAD Facets or Domains of Leadership PSCI American Politics Courses PSCI Research Courses

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

PSYC 127 (S) The Psychology of Success (WS)

This course will examine the psychology of success from a scientific perspective. After considering what success means, we will examine two broad influences on success: personality (e.g., intelligence, grit, and mental illness) and environment (e.g., schooling, parenting, and practice). We will talk about barriers to success, the search for success, and the cost of searching for success. Each week we will read a book or a set of articles (or possibly documentaries or podcasts). One partner will write a paper and the other will write a response. This course is not meant to make you more successful; the goal is to think critically about important issues, use evidence to make arguments, be skeptical, and practice writing and speaking in a convincing and engaging way.

Requirements/Evaluation: written work and discussion of that work; a five-page paper will be due every other week and a one-page response will be required other weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: highest priority will be given to incoming first-years followed by rising sophomores

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will submit a paper every other week (minimum 5 pages), and in alternate weeks they will write a response to their partner's paper. The instructor will provide detailed feedback on the papers.

Spring 2024

TUT Section: T1 TBA Nate Kornell

REL 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: LATS 115 REL 115 WGSS 115

Secondary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

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:

LATS 115(D2) REL 115(D2) WGSS 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Fall 2023

TUT Section: T1 Cancelled

REL 210 (F) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the

beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in what they called the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey), the place of Christ's life, death, and believed resurrection. Large numbers of pilgrims even made the long journey to the Holy Land, and especially to Jerusalem, to visit a range of sacred sites related to Christ and his saints. When these sites became less accessible with the spread of Islam in the seventh century -- and even before this time -- Europeans sought to recreate many of them at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian, Greek-speaking empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the Latin-speaking polities of Western Europe, focused at least symbolically on their ancient capital of Rome. Together, by way of open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 4-5-page papers; five 1-2-page papers; and one 6-8-page final paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students, 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 210(D2) ARAB 212(D1) ARTH 212(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 4-5-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Fall 2023

TUT Section: T1 TBA Peter D. Low

REL 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: ASIA 258 WGSS 225 REL 258 ANTH 258

Secondary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

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:

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1 TBA Kim Gutschow

REL 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: ARAB 363 JWST 268 REL 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.

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: 14

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

Expected Class Size: 14

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 363(D1) JWST 268(D2) REL 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

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

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

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

Primary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

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:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

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

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

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

Fall 2023

TUT Section: T1 TBA Kim Gutschow

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

Cross-listings: REL 270 COMP 263 CLAS 270

Primary Cross-listing

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the course's interpretive approach. The second part of this course explores aspects of the formation of Christianity from its origins as a Jewish movement until its legalization. The third part of the course focuses on the earliest literature produced to memorialize Jesus. The final part of the course emphasizes modern interpretations of Jesus and the movement of which he was a part; here we shall be examining how scholars make use of ancient materials to frame their arguments and the modern contexts and legacies of making meaning out of biblical and other ancient materials.

Class Format: lecture/discussion

Requirements/Evaluation: three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: sophomores, especially potential majors in Religion, Classics, and Comparative Literature

Expected Class Size: 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:

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

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

Spring 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Denise K. Buell

REL 291 (S) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 REL 291 SOC 291

Secondary Cross-listing

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

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

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

ENVI 291(D2) REL 291(D2) SOC 291(D2)

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

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

Spring 2024

TUT Section: T1 TBA Nicolas C. Howe

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

Cross-listings: REL 295 CHIN 215 ASIA 215

Secondary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by

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

Requirements/Evaluation: Evaluation is based on writing assignments (3-4 pages, 5-6 pages, and 10-12 pages) and participation in class discussions.

Prerequisites: None.

Enrollment Limit: 19

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

Expected Class Size: 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:

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

Writing Skills Notes: Writing will include short writing assignments (1 paragraph, 3-4 pages, and 5-6 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

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

Spring 2024

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

REL 306 (F) Feminist Approaches to Religion (WS)

Cross-listings: WGSS 307 REL 306

Primary Cross-listing

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

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

Prerequisites: none; open to all

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

WGSS 307(D2) REL 306(D2)

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

Attributes: WGSS Theory Courses

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Denise K. Buell

REL 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: REL 318 AMST 318 LATS 318 COMP 328 ENVI 318

Secondary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and concentrators, Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

REL 318(D2) AMST 318(D2) LATS 318(D2) COMP 328(D1) ENVI 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2024

SEM Section: 01 Cancelled

REL 420 (F) Islam and the Image (DPE) (WS)

Cross-listings: REL 420 ARTH 521

Secondary Cross-listing

This seminar responds to a recent incident at a US liberal arts university where a professor was sacked for showing images of Prophet Muhammad as part of her section on Islamic art. Why is image-making so hotly contested in Islam? What is the history of figural depictions in this tradition? The

seminar explores artworks made for Muslim patrons from the medieval period to the modern era, considering how paintings produced for Muslim audiences can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar also addresses some of the major problems that continue to haunt art scholarship in the field. For most of its history, the academic study of Islamic art has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in light of the fact that painting in Muslim lands has historically been primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted paintings. For example, Western museums continue to place figural depictions made for books and albums in "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences--even at times bound in the same albums--are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, short weekly writing assignments, final essay project

Prerequisites: Undergraduates wishing to enroll must have taken at least one art history course or one religious studies course. Undergraduates must email indicating their interest in the course prior to enrolling.

Enrollment Limit: 19

Enrollment Preferences: MA students, then advanced undergraduates

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:

REL 420(D2) ARTH 521(D1)

Writing Skills Notes: Weekly writing assignments consisting of 300-500 words. Final papers 15-20 pages for graduate students. 12-15 pages for undergraduate students. 1-page abstract for the final paper due by mid-November. A 4-5 page project outline due right after Thanksgiving break. After receiving feedback and comments from the instructor, the final paper will be due in the last week of classes.

Difference, Power, and Equity Notes: Highlights a global art history that is underrepresented. The class focuses on pluralistic engagements with non-Western cultures and epistemologies.

Attributes: ARTH pre-1800 Courses

Fall 2023

SEM Section: 01 M 10:00 am - 12:50 pm Murad K. Mumtaz

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture (DPE) (WS)

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write two short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. Three themes, love, fear, and France's colonial past, will serve as the course's organizing principles. A small section of the course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Throughout the semester we will develop our writing skills in French. Conducted in French

Requirements/Evaluation: class participation, online grammar exercises, 2 four-page papers, 1 class introduction, 2 low-stakes one-page response papers

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 15

Enrollment Preferences: All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

Expected Class Size: 12

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In this course students will practice writing two short structured papers in French where there will present their interpretation of

literary or visual text. Students will write two response papers.

Difference, Power, and Equity Notes: In this course student will examine visual and literary texts that reframe difference, power and equity in relation to race, class, gender, ethnicity, sexuality, and religion.

Fall 2023

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

LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

RLSP 106 (S) Advanced Grammar and Composition through Literature (WS)

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 104, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

Class Format: Grammatical practice. Study of idioms. Discussion of literary texts.

Requirements/Evaluation: A weekly essay based on the stories read in class. Written lab exercises. Participation in the grammatical and literary discussions. Oral presentations, quizzes, a mid-term exam, and a final exam

Prerequisites: RLSP 104, any course 201+, placement exam or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: In the event of over-enrollment, preference will be given to sophomores.

Expected Class Size: 12

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

Distributions: (D1) (WS)

Writing Skills Notes: Weekly essays, corrected for both language and content. Constant feedback from instructor. Students will be required to revise and rewrite their graded essays.

Spring 2024

LEC Section: 01 MWF 11:00 am - 11:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 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, 200, 201 or 209. 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. In addition to studying the principles and techniques of literary analysis, this course will continue to develop your speaking, writing, and reading comprehension skills. *Conducted in Spanish.*

Class Format: Students are expected to be active participants at all scheduled class meetings, which will be used for discussion and collaborative analysis of literary texts as well as workshoping student writing.

Requirements/Evaluation: Graded assignments will include three essays of five pages each 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: 20

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 20

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

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write and revise three essays of roughly five pages each. Feedback will be provided regarding grammar,

style, and argument. On Fridays we will workshop student papers.

Spring 2024

SEM Section: 01 Cancelled

RLSP 304 (S) Environmental Literature and Film in Latin America (DPE) (WS)

Cross-listings: COMP 311 RLSP 304 ENVI 311

Primary Cross-listing

What use are aesthetics when the world is (literally) on fire? We will take up this question and others in a critical engagement with Latin American cultural production of the twentieth and twentieth centuries, especially works of literature and film that directly or indirectly engage with environmental crisis. Students can expect to explore a variety of media, forms and genres, including works that range from (more or less) mainstream to cutting edge. Our examinations of literature and film will be supported by theoretical writings produced in the Americas and other places. Writers and directors whose work may be considered include, but are not limited to: Lucrecia Martel, Ciro Guerra, Rafael Barrett, Samanta Schweblin, Ernesto Cardenal, Juan Rulfo, María Luisa Bombal, Eduardo Gudynas, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, Isabelle Stengers.

Requirements/Evaluation: This course will be conducted seminar-style. Students will be expected to prepare thoroughly and be active, engaged participants in class discussions. In addition to day to day preparation and participation, other graded assignments will include discussion-leading, one short (5-7 page) essay and a longer (15-20 page) paper combining research and original analysis.

Prerequisites: One college literature or film course at the 200-level or above.

Enrollment Limit: 19

Enrollment Preferences: Envi majors and concentrators, Comp Lit majors, Spanish majors and those working towards the Spanish certificate.

Expected Class Size: 12

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:

COMP 311(D1) RLSP 304(D1) ENVI 311(D1)

Writing Skills Notes: All students in the course will write (and rewrite) no less than 20 pages. Major writing assignments will be scaffolded, with explicit discussion of the writing process (pre-writing, drafting, revision) and consultation.

Difference, Power, and Equity Notes: The works of literature and film that we will be examining challenge North American conceptions of climate change (and environmental crisis more broadly) by making visible (often uncomfortably so) the colonial and neocolonial history of extractivism.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2024

SEM Section: 01 Cancelled

RLSP 311 (F) The Politics of Love in Latin American Literature (DPE) (WS)

Cynical, sincere, confused and confusing, love and politics have a lot of complicated history together in Latin America. This course considers works of literature and other cultural texts in which love and politics are explicitly intertwined: the authors, artists and activists we consider profess love for their followers and would-be converts, represent love as a (revolutionary) political force, contest the legitimacy of patriarchal heteronormativity, and sometimes all three. We will consider writings by 20th and 21st century political leaders whose speeches and other writings convey the melodrama of *radionovelas* (Eva Perón) as well as the sacrificial love of the guerrillero (José Martí, Che Guevara) and the anarchist (Rafael Barrett). We may also consider the love professed by historical figures including Catholic missionaries (Antonio Ruiz de Rivera) and 19th century abolitionists (Juan Francisco Manzano, Gertrudis Gómez de Avellaneda) and/or nation-builders (Mármol, Sarmiento). We may examine tensions around the domestication of love in writings in translation by Brazil's Clarice Lispector and the torment of eros in Elena Garro's political novel *Memories of the Future*. We will likely read poems of grief and love for those murdered in the secret detention centers of the Southern Cone dictatorships (Raúl Zurita, Juan Gelman). We will delve into the politics of queer love, solidarity and mourning with authors such as Mario Puig, Reinaldo Arenas, and Cristina Peri Rossi, and in Sebastián Lelio's 2017 film, *A Fantastic Woman*. We will conclude by considering the politics of love as articulated by Black Lives Matter, particularly as the movement has taken shape in Latin American countries, and its impact in Colombia and elsewhere. Conducted in Spanish.

Requirements/Evaluation: Regular preparation for class is required, as is thoughtful participation in class discussions. Students will be evaluated for both. Students will also be evaluated for discussion-leading and making presentations on their original research in progress. There will be two graded essays, one of 5-7 pages and the other 15-20.

Prerequisites: One RLSP course at the 200 level.

Enrollment Limit: 19

Enrollment Preferences: Students majoring or completing a certificate in Spanish.

Expected Class Size: 10

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

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing and rewriting roughly twenty pages. Longer assignments will be broken down into stages (proposal, bibliography, research, analysis, draft, revision) with feedback from the instructor at every stage.

Difference, Power, and Equity Notes: Using literary texts, we will delve into the ways a wide variety of political actors -- from the mainstream to the radical fringe -- talk about love in Latin American contexts. Some of them will seem comparatively cynical, but in other cases we will be looking at how people contest the hegemony of patriarchal, capitalistic and heteronormative definitions of what "counts" as true love.

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Jennifer L. French

RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)

Cross-listings: RUSS 217 GBST 219 ANTH 217

Primary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None

Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

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:

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands

Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

RUSS 331 (F) The Brothers Karamazov (WS)

Cross-listings: COMP 331 ENGL 371 RUSS 331

Primary Cross-listing

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

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

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

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

Expected Class Size: 10

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 331(D1) ENGL 371(D1) RUSS 331(D1)

Writing Skills Notes: Students will write six 6-page papers in the course of the semester and received detailed feedback on their writing and argumentation for each paper, which they will be expected to incorporate into subsequent papers.

Attributes: JLST Interdepartmental Electives

Fall 2023

TUT Section: T1 TBA Julie A. Cassiday

RUSS 348 (S) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 SOC 348 RUSS 348

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 war Russia is currently waging on Ukraine, 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, 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.

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:

GBST 348(D2) SOC 348(D2) RUSS 348(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

Spring 2024

TUT Section: T1 TBA Olga Shevchenko

SOC 291 (S) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 REL 291 SOC 291

Secondary Cross-listing

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

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

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

ENVI 291(D2) REL 291(D2) SOC 291(D2)

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

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

Spring 2024

TUT Section: T1 TBA Nicolas C. Howe

SOC 348 (S) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 SOC 348 RUSS 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, 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, 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.

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:

GBST 348(D2) SOC 348(D2) RUSS 348(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

Spring 2024

TUT Section: T1 TBA Olga Shevchenko

STS 226 (F) The Art of Natural History (WS)

Cross-listings: STS 226 ARTH 229

Secondary Cross-listing

The scientific revolutions of the eighteenth and nineteenth centuries fundamentally changed the way the natural world was seen and celebrated, classified and organized, displayed and manipulated. New discoveries in the natural sciences and competing theories of evolution intertwined with shifting conceptions of natural history, of nature, and of humankind's proper place within it. This course will investigate the links between art and natural science. It will seek to understand the crucial role of the visual arts and visual culture in the study and staging of natural history from the eighteenth century to the present. We will pursue the questions that preoccupied the artists themselves. How should an artist react to new ecological insights? What is the proper artistic response to newly discovered flora and fauna? What is the role of aesthetics in the communication of knowledge? How are those aesthetics connected to ethics? How might a drawing of a plant convey information that is different from that of a photograph or a glass model of a plant? How might a theatrical diorama frame a scientific idea in a way that is different from a bronze statue? Students will seek to understand the myriad connections between seeing, depicting, and knowing, to question long-held assumptions about the division between "objective" science and "subjective" art, and to recognize that art has the ability not only to interpret, disseminate, and display scientific knowledge, but to create it as well.

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

Prerequisites: None.

Enrollment Limit: 8

Enrollment Preferences: Sophomores with an interest in art history, art studio, ecology, environmental studies, and science and technology studies, juniors with these same interests, then art history majors, and science and technology majors, in that order.

Expected Class Size: 8

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

Materials/Lab Fee: \$150 Lab and materials fees for all classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D2) (WS)

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

STS 226(D2) ARTH 229(D1)

Writing Skills Notes: This course will require students to write a short paper or a critical response to their partner's paper each week. Students will receive critical feedback on both form and content from their professor and from their peers.

Attributes: ARTH post-1800 Courses

Fall 2023

TUT Section: T1 TBA Catherine N. Howe

STS 228 (F) Feminist Bioethics (WS)

Cross-listings: STS 228 WGSS 228 PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures interactions with and within the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

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

Unit Notes: meets Contemporary 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:

STS 228(D2) WGSS 228(D2) PHIL 228(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2023

STS 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 ENVI 254 STS 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

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:

ANTH 254(D2) ENVI 254(D2) STS 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Spring 2024

TUT Section: T1 TBA Kim Gutschow

STS 261 (F) Science and Militarism in the Modern World (WS)

Cross-listings: ENVI 261 STS 261

Secondary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 5-7 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to

the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (5-7 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

ENVI 261(D2) STS 261(D2)

Writing Skills Notes: This is a writing intensive tutorial. Students will complete weekly written assignments and receive in-depth feedback to improve their writing. Over the course of the semester, students will write 10 papers ranging from 2-7 pages.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2023

TUT Section: T1 Cancelled

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

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

Secondary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

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:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

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

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

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

Fall 2023

TUT Section: T1 TBA Kim Gutschow

STS 370 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

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:

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

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

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

STS 373 (F) Technologies of Race (DPE) (WS)

Cross-listings: AFR 374 STS 373 AMST 372

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in

the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no 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 374(D2) STS 373(D2) AMST 372(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Fall 2023

SEM Section: 01 TR 9:55 am - 11:10 am Brian Murphy

STS 412 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: AMST 412 STS 412 AFR 394

Secondary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

Grading: no 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 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2024

SEM Section: 01 TR 8:30 am - 9:45 am Brian Murphy

THEA 250 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: WGSS 250 THEA 250 ENGL 253 COMP 247

Primary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL 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:

WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, 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.

Fall 2023

TUT Section: T1 TBA Amy S. Holzapfel

THEA 252 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)

Cross-listings: ENGL 256 THEA 252 COMP 256

Primary Cross-listing

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

Requirements/Evaluation: Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Theatre, English, and Comparative Literature majors.

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:

ENGL 256(D1) THEA 252(D1) COMP 256(D1)

Writing Skills Notes: Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2024

TUT Section: T1 TBA Robert E. Baker-White

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: Mix of lectures and seminars

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: 19

Enrollment Preferences: WGSS majors and potential WGSS majors

Expected Class Size: 19

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: WGSS Theory Courses

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 9:55 am - 11:10 am Kiaran Honderich

SEM Section: 03 Cancelled

SEM Section: 04 TF 1:10 pm - 2:25 pm Iyanna C. Hamby

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 MWF 8:30 am - 9:45 am Iyanna C. Hamby

WGSS 105 (F) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

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: 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:

WGSS 105(D2) ENGL 105(D1)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Kathryn R. Kent

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: AMST 113 WGSS 113 ENGL 113

Secondary Cross-listing

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

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

Requirements/Evaluation: two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first years

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 113(D2) WGSS 113(D2) ENGL 113(D1)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

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

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

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

WGSS 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: LATS 115 REL 115 WGSS 115

Secondary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft;

curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

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:

LATS 115(D2) REL 115(D2) WGSS 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Fall 2023

TUT Section: T1 Cancelled

WGSS 127 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)

Cross-listings: ASIA 127 WGSS 127 CHIN 427

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, and films 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.

Requirements/Evaluation: For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

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 Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

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:

ASIA 127(D1) WGSS 127(D2) CHIN 427(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' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase 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.

Fall 2023

TUT Section: T1 TBA Li Yu

WGSS 225 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)

Cross-listings: ASIA 258 WGSS 225 REL 258 ANTH 258

Secondary Cross-listing

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

Requirements/Evaluation: Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

Prerequisites: none, but a course in ANTH or REL is preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, REL, WGSS majors and ASIA concentrators

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:

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

Writing Skills Notes: We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

Difference, Power, and Equity Notes: We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1 TBA Kim Gutschow

WGSS 228 (F) Feminist Bioethics (WS)

Cross-listings: STS 228 WGSS 228 PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures interactions with and within the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

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

Unit Notes: meets Contemporary 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:

STS 228(D2) WGSS 228(D2) PHIL 228(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

WGSS 250 (F) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: WGSS 250 THEA 250 ENGL 253 COMP 247

Secondary Cross-listing

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: THEA majors; WGSS majors; ENGL 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:

WGSS 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

Writing Skills Notes: This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of written arguments.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, nationality, 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.

Fall 2023

TUT Section: T1 TBA Amy S. Holzapfel

WGSS 307 (F) Feminist Approaches to Religion (WS)

Cross-listings: WGSS 307 REL 306

Secondary Cross-listing

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

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

Prerequisites: none; open to all

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

WGSS 307(D2) REL 306(D2)

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

Attributes: WGSS Theory Courses

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Denise K. Buell

WGSS 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: STS 370 WGSS 371 ANTH 371

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

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:

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

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial

Spring 2024

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

WGSS 391 (F) Contemporary North American Queer Literatures and Theories (DPE) (WS)

Cross-listings: ENGL 391 WGSS 391

Secondary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one longer research paper.

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: 19

Enrollment Preferences: English majors; WGSS majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

ENGL 391(D1) WGSS 391(D2)

Writing Skills Notes: This course will require at least 20 pages of writing of various sorts, from shorter critical responses to a longer research paper. Students will receive regular and timely feedback on their writing and gain experience with revision as it relates to the process of refining an argument.

Difference, Power, and Equity Notes: This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

Attributes: ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2023

SEM Section: 01 Cancelled

WGSS 414 (S) Race and Performance (DPE) (WS)

Cross-listings: AMST 414 AAS 414 WGSS 414

Secondary Cross-listing

How does one "do" or perform race and gender? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies tandem with contemporary visual and performance art works. In doing so, it will explore how the framework of performance destabilizes notions of race and gender as identities that we are and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies before examining the relational ways racialized and gendered subjects strategically mobilize performance to respond to, negotiate, and navigate life under the conditions of anti-blackness, settler colonialism, racial capitalism, and empire. To this end, we will explore how seemingly racialized and gendered qualities, such as passivity, silence, depression, withholding, sexual submissiveness, contagion, and ignorance, are retooled as feminist and queer of color actions.

Requirements/Evaluation: in-class discussion, weekly posts, class presentation, two short written assignments, and final project (with creative option)

Prerequisites: AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, AFR, or related fields

Enrollment Limit: 12

Enrollment Preferences: AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

Expected Class Size: 12

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:

AMST 414(D2) AAS 414(D2) WGSS 414(D2)

Writing Skills Notes: Students will submit two written assignments - an object analysis paper and annotated bibliography - and give and receive peer feedback. They will use these building blocks and feedback on them to complete their final project.

Difference, Power, and Equity Notes: This course centrally examines the intersections of race, gender, sexuality, class, and ability. It explores specific strategies used to critique and navigate conditions under overlapping systems of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

Attributes: AAS Capstone AAS Non-Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

WGSS 470 (S) Latinx Migrations: Stories and Histories (WS)

Cross-listings: HIST 470 LATS 470 WGSS 470

Secondary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

Requirements/Evaluation: class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, WGSS majors, and Latina/o Studies concentrators, seniors

Expected Class Size: 15

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:

HIST 470(D2) LATS 470(D2) WGSS 470(D2)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars'

key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Carmen T. Whalen