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 252  (F) Im/mobilities  (DPE) (WS)

Cross-listings:  AMST 252 / SOC 252

Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move—or to stay still.

Requirements/Evaluation:  Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites:  None

Enrollment Limit:  15

Enrollment Preferences:  Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size:  15

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

Distributions:  (D2)  (DPE) (WS)

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

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes:  Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes:  This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01   MR 2:35 pm - 3:50 pm   Phi H. Su
AAS 402  (F)  Marxist Feminisms: Race, Performance, Labor  (DPE) (WS)

Cross-listings:  AMST 402 / WGSS 402

Secondary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including Capital Volume I, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimagined.

Requirements/Evaluation:  in-class participation, presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites:  AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit:  12

Enrollment Preferences:  AMST and WGSS juniors and seniors, 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 402(D2)  AAS 402(D2)  WGSS 402(D2)

Writing Skills Notes:  In addition to weekly posts, students will engage a longer process of writing and sharing a presentation paper with the class, give/receive feedback, and submit a revised paper.

Difference, Power, and Equity Notes:  This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued/devalued over others.

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

Fall 2024

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

AFR 159  (F)  Crossing the Color Line: A History of Passing  (DPE) (WS)

Cross-listings:  HIST 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is a white woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation:  Weekly formal response papers and written critiques.
Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students will also receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

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

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

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

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

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:

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

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

**AFR 260 (F) 1930s Black Literature** (WS)

**Cross-listings:** ENGL 238

**Secondary Cross-listing**

This course explores Black literary output of the 1930s in all its forms with the belief that this often under-appreciated decade contains many of the impulses that would come to structure the literary landscape in the decades that follow. These include an unflinching embrace of humor and satire, engagements with social realism, and a keen attention to notions of the radical in the international context. Special attention will be paid to how the writing pushes away from the development of what we have come to understand as the Harlem Renaissance of the 1920s. Work to be considered throughout the term comes from, among others, Marita Bonner, Arna Bontemps, Sterling Brown, Langston Hughes, Zora Neal Hurston, George Schuyler, Dorothy West, Richard Wright, and Octavia Wynbush.

**Requirements/Evaluation:** weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

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

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

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

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

AFR 260(D2) ENGL 238(D1)

**Writing Skills Notes:** Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

**Attributes:** AFR Black Landscapes AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Ricardo A Wilson

**AFR 328 (F) Poetry of Indignation: Poetics and Transnational Liberation** (DPE) (WS)

**Cross-listings:** COMP 335 / ARAB 320

**Secondary Cross-listing**

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poetics, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

**Requirements/Evaluation:** Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active
participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

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:
AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024

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

AFR 367 (S) Black History is Labor History (DPE) (WS)

Cross-listings: HIST 367

Secondary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation: Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites: Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit: 25

Enrollment Preferences: HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 367(D2) AFR 367(D2)

Writing Skills Notes: Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.
**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

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

**Spring 2025**

**SEM Section:** 01  MR 1:10 pm - 2:25 pm  Tyran K. Steward

**AFR 374 (S) Technologies of Race (DPE) (WS)**

**Cross-listings:** AMST 372 / STS 373

**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:

AMST 372(D2) STS 373(D2) AFR 374(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

**Spring 2025**

**SEM Section:** 01  MR 1:10 pm - 2:25 pm  Brian Murphy

**AFR 396 (S) Relationality and Its Antagonisms (DPE) (WS)**

**Cross-listings:** AMST 428 / WGSS 428

**Secondary Cross-listing**

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes
of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms against frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

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:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

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

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

Requirements/Evaluation: Four 4-5 page papers (with attention to revision process), one project with oral presentation, and a longer, final essay.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

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

Unit Notes: Core Course
Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This Writing Skills course will include multiple papers, with attention to revision, as well as an oral presentation, and a longer, final essay. Attention will be paid to the process of composing a persuasive, interpretive essay based in close analysis of texts.

Difference, Power, and Equity Notes: This course requires students to think critically about the meanings of "America" and about the consequences and costs of racialization and other processes for making social differences. Students learn to discern the ways in which historical legacies of oppression continue in the present, and consider the mutual interrelation of local, national, and global contexts and events.

Fall 2024
SEM Section: 01    TR 9:55 am - 11:10 am    Brian Murphy

Spring 2025
SEM Section: 01    MR 2:35 pm - 3:50 pm    Cassandra J. Cleghorn

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

Cross-listings: ENGL 113 / WGSS 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), curated final project (archival exhibit and digital project), presentations

Prerequisites: none

Enrollment Limit: 19

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) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to 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
AMST 164 (F) Communications in Early America  (DPE) (WS)

Cross-listings: 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 have developed to record, remember, advocate, persuade, resist, and express 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. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. 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 have 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. They also illuminate 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.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

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: 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:

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 and interdisciplinary 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
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:** Mandatory in-class free writing, three five-page position papers, and three mandatory in-class debates

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST majors or prospective majors, then sophomores

**Expected Class Size:** 15

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

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

**Writing Skills Notes:** "Black and Brown Jacobins" is a writing-intensive course focused on persuasive argumentation. Each day in class will begin with 5-10 minutes of free writing in response to a prompt. At the end of each unit, students must complete a position paper (three in total). These papers will be accompanied by in-class debates in which students will be asked to argue both sides of the prompt they have been given.

**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 2025

SEM Section: 01    TR 9:55 am - 11:10 am    William Samuel Stahl

**AMST 222 (S) Hip Hop Culture** (DPE) (WS)

**Cross-listings:** ENGL 221 / AFR 222 / MUS 217

**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:

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

Spring 2025

SEM Section: 01    TR 11:20 am - 12:35 pm    Brian Murphy

**AMST 252 (F) Im/mobilities** (DPE) (WS)

**Cross-listings:** AAS 252 / SOC 252

**Secondary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move—or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

**Expected Class Size:** 15

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

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

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

AMST 252(D2) AAS 252(D2) SOC 252(D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01    MR 2:35 pm - 3:50 pm    Phi H. Su

**AMST 258 (F) Transatlantic Political Theory** (DPE) (WS)

Political theory tends to look towards Europe for inspiration. This course suggests an alternative. It traces how theory crisscrosses the Atlantic Ocean to and from Europe, Africa, and the Americas. We will begin with Alexis de Tocqueville's 1840 classic, *Democracy in America*, which is a snapshot of antebellum America from the perspective of a French aristocrat. Then we will flip things around and view Europe from America. During the Cold War,
American political theorists, including European émigrés, were preoccupied by the threat of totalitarianism. We will read the definitive text on this subject, Hannah Arendt's *The Origins of Totalitarianism*, paying special attention to the link she makes between totalitarianism and imperialism. In the final section of this course, we will read Richard Wright's reports on Europe and Africa during the decolonization era, and conclude with a reading of Cedric Robinson's classic, *Black Marxism*. Together, these texts emphasize the importance of an African perspective on modern politics. Assignments in this reading- and writing-intensive course consist of reading quizzes, term papers, and in-class debates.

**Requirements/Evaluation:** Students should expect to read 50-60 pages per class on average. Graded assignments will include daily reading quizzes, three five-page term papers, three in-class debates, and one three-page book report.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Enrollment preference will go first to AMST majors, then sophomores.

**Expected Class Size:** 15

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

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

**Writing Skills Notes:** Assignments include daily writing activities (short-answer reading quizzes), a 2-3-page book report, and three term papers. In preparation for writing each term paper, students will participate in an in-class debate about the prompt. These debates are an opportunity for students to test and refine their arguments before writing their papers.

**Difference, Power, and Equity Notes:** This class interrogates the implicit Eurocentrism of political theory by (1) arguing that the development of modern Europe cannot be understood without considering the role of imperialism and (2) showing that modern political and social theory needs to be informed by an African perspective as well.

**Attributes:** AMST Critical and Cultural Theory Electives

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**AMST 261 (S) America Inside Out**

(AMST) (DPE) (WS)

Why does the land of the free put so many people in prison? The United States of America has more prisoners than any other country in the world and one of the highest rates of incarceration. During the Cold War, prison writings such as Aleksandr Solzhenitsyn's *The Gulag Archipelago* were held up as the truest literature to escape the USSR. But could the same be true of the USA? Martin Luther King, Jr. is remembered as a prophet and peacemaker who spoke to America's soul. But in his own lifetime, he was famous for being a political prisoner locked in a Birmingham jail. What does it say about America when advocates of freedom and democracy end up behind bars? To be sure, there are people in prison who have committed crimes we would all consider heinous. But the plurality are non-violent offenders serving time on drug-related charges. This crackdown has continued regardless of rates of drug use and disproportionately targets poor people of color. In this class, we will explore the origins of the carceral state, starting with *Discipline and Punish* by Michel Foucault. From there, we will read the writings of US prisoners, such as Angela Davis and George Jackson, in comparison with literature from that other vast prison empire, the USSR. We will conclude by confronting the War on Drugs with Michelle Alexander's *The New Jim Crow*.

**Requirements/Evaluation:** Assignments include a daily free writing activity (graded on participation), two curated media "playlists," one 2-3-page book report, and three five-page term papers.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Enrollment preference goes to AMST majors, then sophomores

**Expected Class Size:** 15

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

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

**Writing Skills Notes:** Class assignments include a daily free writing activity, a 2-3-page book report, three term papers, and two curated and annotated media "playlists." Students will be encouraged to develop an ongoing, reflective writing practice in response to the readings.

**Difference, Power, and Equity Notes:** This class is focused on the US prison system, which disproportionately incarcerates poor people of color. We will trace the roots of this policy outcome from the failure of Reconstruction and the rise of Jim Crow to the War on Drugs and the current regime of mass incarceration.
AMST 326  (F) Unfinishing America  (DPE) (WS)

Cross-listings: ENGL 316

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: Assignments include a daily free-writing exercise, graded note-taking, three 1-2-page reflective essays, two brief creative writing assignments, and a final creative project.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST majors, then juniors and sophomores

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:
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
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:

AMST 372(D2) STS 373(D2) AFR 374(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

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

AMST 402 (F) Marxist Feminisms: Race, Performance, Labor (DPE) (WS)

Cross-listings: AAS 402 / WGSS 402

Primary Cross-listing

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including Capital Volume I, we will examine a range of social positions and modes of extraction that complicate Marx’s emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimagined.

Requirements/Evaluation: in-class participation, presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS juniors and seniors, 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 402(D2) AAS 402(D2) WGSS 402(D2)

Writing Skills Notes: In addition to weekly posts, students will engage a longer process of writing and sharing a presentation paper with the class, give/receive feedback, and submit a revised paper.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued/devalued over others.

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

Fall 2024
SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**AMST 407 (F) Colonialism and Critical Theory (DPE) (WS)**

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists—Foucault included—are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions. Since this course counts as a Senior Seminar (core course), writing will be organized around a longer, more intense research project that follows from a student's particular interests.

Requirements/Evaluation: Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

Prerequisites: Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

Enrollment Limit: 15

Enrollment Preferences: AMST senior major, but anyone with upper-level humanities training welcome

Expected Class Size: 15

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

Difference, Power, and Equity Notes: This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

Attributes: AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Fall 2024
SEM Section: 01 MW 11:00 am - 12:15 pm Stefan B. Aune

**AMST 413 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)**

Cross-listings: WGSS 475 / LATS 475
Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams feel? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

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

Materials/Lab Fee: Lab fee: $200 for art supplies per student

Distributions: (D2) (DPE) (WS)

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

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another and in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01    TF 1:10 pm - 2:25 pm     Maria Elena Cepeda

AMST 428  (S)  Relationality and Its Antagonisms  (DPE) (WS)

Cross-listings: AFR 396 / WGSS 428

Primary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms against frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality,
especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

**Requirements/Evaluation:** in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

**Prerequisites:** AMST 101 or WGSS 101

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST and WGSS seniors and juniors

**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:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

**Writing Skills Notes:** Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

**Difference, Power, and Equity Notes:** The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

**Attributes:** AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

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

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

**Cross-listings:** ENVI 491 / HIST 491

**Secondary Cross-listing**

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

**Class Format:** Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

**Requirements/Evaluation:** This class 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 course work related to the topic.

**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 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes:  AMST Space and Place Electives  ENVI Humanities, Arts + Social Science Electives  HIST Group F Electives - U.S. + Canada

Spring 2025
TUT Section: T1    TBA     Karen R. Merrill

ANTH 216  (F)  Cities and Urbanism of the Ancient World  (WS)

Cross-listings:  GBST 216

Primary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation:  5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  first years, sophomores, or majors in Anthropology or Sociology

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:
GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes:  GBST Urbanizing World

Fall 2024
TUT Section: T1    TBA     Antonia E. Foias

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

Cross-listings:  RUSS 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 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) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 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 2025

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

ANTH 243  (S)  Reimagining Rivers (DPE) (WS)

Cross-listings: ENVI 243

Secondary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of
civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis.
Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These
problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more
justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political
dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and
humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction,
ethnography, history, journalism, and more.

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

Prerequisites: None

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) (DPE) (WS)

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

ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025
TUT Section: T1    TBA     Nicolas C. Howe

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 2024
SEM Section: 01    TR 9:55 am - 11:10 am     Brahim El Guabli

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

Cross-listings: 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,
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:** If the course is over-enrolled, students will required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

**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

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Spring 2025

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

**ARAB 301 (F) Advanced Arabic 1 (WS)**

A continuation of Intermediate Arabic, ARAB 301 aims to expand students’ listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students’ intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. 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.

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Fall 2024

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

**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 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Nicholas R Mangialardi

ARAB 320 (F) Poetry of Indignation: Poetics and Transnational Liberation (DPE) (WS)

Cross-listings: AFR 328 / COMP 335

Primary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

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:
AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.
Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ARAB 335 (F) Rhymes, Romance, and Revolution: Arabic Poetry in Translation (WS)

Since pre-Islamic times, poetry has been "the record of Arab history," as an old adage holds. From ancient tribal odes and medieval mystical verse to modern love lyrics, Arabic poetry speaks to how people of the region have lived and interacted. Yet, beyond just recording, poetry has also played a central role in shaping society, culture, and politics in the Arab world. This course introduces students to the poetic tradition(s) of the region, traversing a broad chronology (early Islamic, medieval, modern) to explore such questions as: what are the themes and structures of Arabic poetry? Which elements have changed or persisted over time? And how is it that even classical Arabic poems continue to resonate with younger generations today? We will consider such questions as we read Arabic poems in translation, analyzing how these texts were composed, recited, set to music, and, sometimes, censored or banned by authorities. Students will become familiar with Arabic poetic genres--Classical, Sufi/religious, Diaspora, Free Verse--as well as major poets in the literary tradition. Readings and discussion will be in English. No knowledge of Arabic or poetry required.

Requirements/Evaluation: Daily attendance and participation in class discussion; short essays (1 page) every two weeks, final presentation, and final paper (10-12 pages).

Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: Arabic majors; Comparative Literature majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 10-12 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review throughout the semester with instructor and course Writing TA.

Fall 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm Nicholas R Mangialardi

ARAB 340 (S) Arab Women Memoirs: Writing Feminist History (DPE) (WS)

In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

Requirements/Evaluation: Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1) (DPE) (WS)

Writing Skills Notes: In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

Difference, Power, and Equity Notes: Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

Attributes: WGS Racial Sexual + Cultural Diversity Courses

Spring 2025
SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Eqeiq

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

Cross-listings: COMP 369 / HIST 306 / GBST 369

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

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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

Distributions: (D1) (DPE) (WS)

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

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies
ARAB 403  (S) 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 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 active 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 2-3pages; two in-class presentations; a final 10-pages 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-pages 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.

Spring 2025
SEM Section:  01  MW 11:00 am - 12:15 pm  Amal  Eqeiq

ARAB 414  (F) Displacement: Global Histories of Refugees and Forced Migration  (DPE) (WS)
Cross-listings:  GBST 414 / HIST 402

Secondary Cross-listing
The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?
**Requirements/Evaluation:** Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Arabic Studies majors and Global Studies concentrators.

**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:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

**Writing Skills Notes:** This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

**Difference, Power, and Equity Notes:** This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

**Attributes:** HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01  M 7:00 pm - 9:40 pm  Magnúss T. Bernhardsson

**ARTH 215 (F) Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures** (WS)

**Cross-listings:** ASIA 212 / REL 211

**Primary Cross-listing**

How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played by pictures of the sacred in silencing or giving voice to dissent.

**Requirements/Evaluation:** Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Sophomores then juniors, but open to all

**Expected Class Size:** 12

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

**Unit Notes:** This seminar will be team taught, by Murad Mumtaz and Peter Low

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

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

ASIA 212(D1) ARTH 215(D1) REL 211(D2)

**Writing Skills Notes:** In this 200-level seminar, 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 3-4-page papers they will submit, with suggestions for improvement.
ARTH 218  (F) From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe  (WS)

Cross-listings:  WGSS 284 / REL 284

Primary Cross-listing

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

Requirements/Evaluation:  Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites:  None

Enrollment Limit:  10

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

Expected Class Size:  10

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

Distributions:  (D1) (WS)

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

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

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

Attributes:  ARTH pre-1800

ARTH 301  (S) 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.

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.

Spring 2025

SEM Section: 01  MR 2:35 pm - 3:50 pm  Murad K. Mumtaz

ARTH 302  (F) 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 interest in a global history of art from perspectives such as anthropology, curation, phenomenology, aesthetics, new materialism, and “Bildwissenschaft.” 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.

Requirements/Evaluation: Six 1,000-word analytical essays. Six short responses to the papers of other students. 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: 19

Enrollment Preferences: Art-history majors (seniors, then juniors). Then history and studio majors who need to complete the methods requirement. Then second-years intending to major in art history, but only by permission.

Expected Class Size: 15

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

Unit Notes: Satisfies the requirement for methods of art history for the art-history major (i.e., it is the equivalent of ARTH 301). 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.
**ARTH 322 (S) 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

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**ARTH 325 (S) The Arts of the Book in Asia**  (WS)

**Cross-listings:** ASIA 325

**Primary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

**Requirements/Evaluation:** 3 essays, a final project/paper based on museum objects, wall label

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

**Expected Class Size:** 12

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

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

**This course is cross-listed and the prefixes carry the following divisional credit:**
Writing Skills Notes: Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library’s Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2025

SEM Section: 01    MW 11:00 am - 12:15 pm     Murad K. Mumtaz

ARTH 409  (F) Homer, Eakins, Sargent: American Painters in a Changing World  (WS)

What is the function of art in a rapidly changing world? Should it celebrate beauty, reveal truth, or describe the nature of modern life? America's finest painters of the nineteenth century -- Winslow Homer, Thomas Eakins, and John Singer Sargent -- did all those things, but in distinctly different ways. Homer transformed himself from a lively sketch artist for *Harper's Weekly* to a painter of scenes of sublime nature and heroic individualism. Eakins practiced a determined scientific realism and taught it to his students at the Pennsylvania Academy of the Fine Arts, until scandal led to his dismissal. And Sargent managed to produce the most exquisite fashionplate portraits of the era even as he imaginatively drew on the most progressive currents of contemporary art. This seminar looks at the work of these artists, their engagement with post-Civil War society, and how each of them dealt with profound mid-career crises. Topics to be explored will include different models of artistic education, the role of European travel and training, the art market, changes in public taste, and the rise and fall of critical reputations. There will be a major research paper, several small assignments, and a field trip.

Class Format: There will be a field trip to either New York or Philadelphia, as schedules permit.

Requirements/Evaluation: There will be a research paper of 20 - 25 pages. There will also be several smaller assignments, including a 5-minute oral presentation on a painting.

Prerequisites: ARTH 264 or consent of the instructor.

Enrollment Limit: 19

Enrollment Preferences: Preference given to senior majors and graduate students.

Expected Class Size: 12

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will prepare a research paper of 20 to 25 pages in three stages: an annotated bibliography, a first draft (which I will return with comments and line-edits), and a revised final draft.

Fall 2024

SEM Section: 01    W 1:10 pm - 3:50 pm     Michael J. Lewis

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

Cross-listings: 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:

HIST 112(D2) ASIA 111(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

Spring 2025

TUT Section: T1 TBA Viktor Shmagin

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**ASIA 209 (S) The Literature of Early China (WS)**

**Cross-listings:** CHIN 217 / COMP 211

**Secondary Cross-listing**

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

**Requirements/Evaluation:** Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

**Expected Class Size:** 15

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

**Unit Notes:** Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

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

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

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

**Writing Skills Notes:** Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01 MWF 11:00 am - 11:50 am Christopher M. B. Nugent

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**ASIA 212 (F) Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures (WS)**

**Cross-listings:** ARTH 215 / REL 211

**Secondary Cross-listing**

How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines
the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played by pictures of the sacred in silencing or giving voice to dissent.

Requirements/Evaluation: Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Sophomores then juniors, but open to all

Expected Class Size: 12

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

Unit Notes: This seminar will be team taught, by Murad Mumtaz and Peter Low

Distributions: (D1) (WS)

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

ASIA 212(D1) ARTH 215(D1) REL 211(D2)

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

Writing Skills Notes: In this 200-level seminar, 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 3-4-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter D. Low, Murad K. Mumtaz

ASIA 325 (S) The Arts of the Book in Asia (WS)

Cross-listings: ARTH 325

Secondary Cross-listing

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

Requirements/Evaluation: 3 essays, a final project/paper based on museum objects, wall label

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

Expected Class Size: 12

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

Distributions: (D1) (WS)

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

ARTH 325(D1) ASIA 325(D1)

Writing Skills Notes: Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a
larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2025

SEM Section: 01    MW 11:00 am - 12:15 pm     Murad K. Mumtaz

ASIA 481  (F)  History of Taiwan  (WS)

Cross-listings:  HIST 481

Secondary Cross-listing

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

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

HIST 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024

TUT Section: T1    TBA     Anne Reinhardt

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 2025

SEM Section: 01    W 1:10 pm - 3:50 pm    Katie M. Hart

BIOL 209  (F) Animal Communication  (WS)

Cross-listings: 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, synchronous signaling by fireflies, gestural communication by primates, 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, and the student's effectiveness in tutorial discussions.

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

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

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:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses  NSCI Group A Electives

Fall 2024

TUT Section: T1    TBA    Heather Williams

BIOL 440  (S) Cell Signaling and Tissue Engineering: A Potential Fountain of Youth?  (WS)

It is a long quest of mankind to have a healthy and long life but it is inevitable that our bodies lose function due to injury, disease or as we grow old. At the heart of tissue engineering is the idea that we can restore tissue function by replacing with or rebuild the right structure. To artificially generate tissues, organs or even organisms, one fundamental question must be addressed: How do our different organs, composed of cells with the identical genetic information, develop into such functionally different organs? Through the lens of tissue engineering, we will explore the mechanism by which cells sense the surrounding physical and chemical cues, and respond by changing their gene expression and consequent behaviors. We will devote most of our discussion to the scientific rationale and challenges of tissue engineering. Topics to be covered include 3D organoids in regenerative medicine, disease modeling, biobanking and drug discovery, computational modeling of stem cell dynamics, tissue growth and pattern formation, mechanotransduction, biomaterial fabrication, immunomodulation and cultured meat. Bioengineering of bone and cartilage, cardiovascular and nervous systems, etc. will be presented as case studies to illustrate details of certain aspects of tissue engineering in the broader context of the overall strategic approach used to solve a clinical problem. We will also consider the role of social factors like legislative regulation, health care philosophy, ethics and economics in the process of moving concept into the clinic and market.
Requirements/Evaluation: six 4-5 page papers; six 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL202 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Junior and seniors, with preference to senior Biology majors who have not had a 400-level course

Expected Class Size: 10

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

Distributions: (D3) (WS)

Writing Skills Notes: Each student will write six 4-5 page papers that address questions given by the professor and six 1-2 page critiques of their tutorial partner's papers, either adding to or refuting the main points made. Both papers and critiques will receive feedback from professor regarding structure, style and argument. As a final assignment, each student will write a paper that requires synthesizing/revising their ideas from the previous five papers and also a peer review of their partner's final paper.

Attributes: BIMO Interdepartmental Electives

Spring 2025

TUT Section: T1 TBA Pei-Wen Chen

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

Cross-listings: PSCI 319 / ENVI 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:

PSCI 319(D2) ENVI 351(D2) CAOS 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.
CAOS 352  (F)(S)  American Maritime History  (DPE)  (WS)

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)  CAOS 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
approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

Requirements/Evaluation: Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective majors in Comparative Literature; and current or prospective concentrators in Asian Studies.

Expected Class Size: 15

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

Unit Notes: Counts as a core elective for majors in Asian Languages, Literatures, and Cultures.

Distributions: (D1) (WS)

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

CHIN 217(D1) ASIA 209(D1) COMP 211(D1)

Writing Skills Notes: Students will write a series of progressively longer papers, each involving drafting, commenting, and revising.

Spring 2025

SEM Section: 01    MWF 11:00 am - 11:50 am     Christopher M. B. Nugent

COMP 106  (F)  Temptation  (WS)

Cross-listings: ENGL 107

Secondary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: Four five-page papers, in-class presentation, thoughtful participation in 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, yes fifth course option

Distributions: (D1) (WS)

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

ENGL 107(D1) COMP 106(D1)

Writing Skills Notes: Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Fall 2024

SEM Section: 01    TR 9:55 am - 11:10 am     Emily Vasiliauskas

SEM Section: 02    TR 11:20 am - 12:35 pm     Emily Vasiliauskas

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

Cross-listings: ENGL 120
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, *The Tale of Genji*, and/or the *Popol Vuh*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Kafka, Tolstoy, Toni Morrison, and/or Emile Habibi), and visual literature from film and drama to graphic memoir (possibly including Mizoguchi Kenji, Art Spiegelman, Alison Bechdel, and/or Joe Sacco). 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:** Comparative Literature majors, students considering a major in Comparative Literature, first-years, sophomores.

**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:**

COMP 111(D1) ENGL 120(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

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Fall 2024

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

Spring 2025

SEM Section: 01   TR 8:30 am - 9:45 am   Sarah M. Allen

**COMP 117 (F) Introduction to Cultural Theory** (WS)

**Cross-listings:** ENGL 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:

COMP 117(D1) ENGL 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

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**Fall 2024**

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

**SEM Section: 02**  TF 2:35 pm - 3:50 pm     Christian Thorne

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**COMP 161 (F) Metafiction** (WS)

**Cross-listings:** ENGL 161

**Secondary Cross-listing**

This course will examine ways in which literary works reflect on their status as written 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, Jorge Luis Borges, 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 one or two 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:

COMP 161(D1) ENGL 161(D1)

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

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**Fall 2024**

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

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**COMP 211 (S) The Literature of Early China** (WS)

**Cross-listings:** CHIN 217 / ASIA 209

**Secondary Cross-listing**

From poems on forbidden trysts and tales of bloody battles to aphorisms about filial piety and essays on moral governance, the literature of early China spans a wide range of topics and genres. In this course we will read, discuss, and write about literary works from the period stretching from approximately 600 BCE to the end of the Han empire in the third century CE, including poems, narratives, and philosophical works. All readings will be in English.

**Requirements/Evaluation:** Evaluation is based on writing assignments (1 paragraph, 3-4 pages, 5-6 pages, and 8-10 pages) and participation in class discussions.
COMP 216  (S) Folk and Fairy Tales in Literature and Beyond  (WS)
From cannibalistic crones in sugary cottages to frogs who can be transformed with a kiss, the English term "folktale" covers a broad range of stories that have been beloved and belittled, transmitted and transformed for hundreds of years. This course will look broadly at folktales from different traditions, ranging from medieval China to early modern Europe and contemporary America. We will approach the folktale from a number of perspectives, including typologies; moral lessons embedded in tales; nationalism and the origins of folktale studies; modern transformations of old tales in new media such as film; and the often porous borders between the natural and the supernatural, the animal and the human, and the living and the dead. We will explore the way normative gender and ethnic roles are portrayed and sometimes undermined. We will also consider the complex literary histories of folktales, looking at sources, the interplay of oral and written traditions, folktales as alternative histories, notions of authorship, and the ways stories transform over time.

Requirements/Evaluation: Regular attendance and participation in class; multiple written assignments of varying lengths building towards a final paper of 10-12 pages.
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 19
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (WS)

Writing Skills Notes: Students will complete multiple writing assignments over the course of the semester that prepare them to produce a polished paper (10-12 pages) by the end of the semester. The final paper will be drafted in stages, and students will receive substantial feedback on these drafts as well as on other written assignments.

Spring 2025
SEM Section: 01    TR 11:20 am - 12:35 pm     Sarah M. Allen

COMP 227  (F) 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 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: Polaroids 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.

Fall 2024

TUT Section: T1 TBA Christophe A. Koné

COMP 230  (S)  The Renaissance in England and the European Continent: Self and World  (DPE) (WS)

Cross-listings: ENGL 228

Secondary Cross-listing

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

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

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

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

COMP 230(D1) ENGL 228(D1)

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

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

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

Spring 2025

SEM Section: 01    TR 9:55 am - 11:10 am    Emily Vasiliauskas

COMP 231 (F) Postmodernism (WS)

Cross-listings: ENGL 266

Primary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

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 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as
written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

**Attributes:** ENGL Criticism Courses

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

**Cross-listings:** ARAB 209 / 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:** If the course is over-enrolled, students will required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

**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

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**COMP 237 (F) Medieval Worlds** (WS)

While the word “medieval” was first used to designate the period in European history between the fall of Rome and the Renaissance, historians and literary scholars frequently use the term to label periods in other regions and cultures that not only overlap chronologically with the European Middle Ages, but also appear to share similarities in terms of technology, social structures, and religious orientation. In this course we will focus on how medieval literary works from multiple traditions represented past events both public and personal, from conflicts that impacted huge swaths of society to the minutiae of an individual's daily life. Readings will range from European verse epics such as the Anglo-Saxon poem *Beowulf* and a Chinese civil servant's poem on the destruction wrought by war to the memoirs of a Japanese court lady and a set of narratives about influential women of the past by the first professional female writer in Europe. We will explore the stories these works tell about historical (or purportedly historical) events and their
claims to historicity or truthfulness, asking questions such as: In an age where information traveled very differently from how it does today, how did people form an understanding of recent and historical events? How did people create, experience, and transmit literary texts in different medieval cultures? What roles did religion play in texts that are not explicitly religious? What does it mean to think of the medieval as a category across different cultures?

**Requirements/Evaluation:** Requirements/Evaluation: Regular attendance and participation in class; multiple written assignments of varying lengths building towards a final paper of 10-12 pages.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Writing skills justification: Multiple writing assignments over the course of the semester that prepare students to produce a polished essay of 10-12 pages by the end of the semester. The final paper will be drafted in stages, and students will receive substantial feedback on these drafts as well as on other written assignments.

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**COMP 265 (S) Theories of Language and Literature (WS)**

**Cross-listings:** ENGL 209

**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:**

COMP 265(D1) ENGL 209(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

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**COMP 268 (S) The Contemporary African American and Latin American Novella (WS)**

**Cross-listings:** ENGL 243

**Secondary Cross-listing**
This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

**Requirements/Evaluation:** five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings

**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)

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

COMP 268(D1) ENGL 243(D1)

**Writing Skills Notes:** Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

**Attributes:** AMST Arts in Context Electives  ENGL Criticism Courses  ENGL Literary Histories C

Spring 2025

TUT Section: T1     TBA     Ricardo A Wilson

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

**Cross-listings:** ENGL 294

**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 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

**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 2024
SEM Section: 01  W 1:10 pm - 3:50 pm  Paresh Chandra

Spring 2025
SEM Section: 01  W 1:10 pm - 3:50 pm  Paresh Chandra

COMP 335  (F)  Poetry of Indignation: Poetics and Transnational Liberation  (DPE) (WS)

Cross-listings: AFR 328 / ARAB 320
Secondary Cross-listing

Poetry is usually associated with beautiful, metered, and charged language. However, beyond its poeticity, poetry has also functioned as a tool of liberation and transnational construction of identities and solidarities. States have national poets, and, in many countries, national anthems were written by famous poets. From Abu al-Qasim al-Shabbi and Claude McKay to Pablo Neruda, poetry has acted as a space for life, rebellion, resistance, revolution, and the defense of a common humanity that transcends the barriers of language and national aesthetics. This course draws on a variety of materials from the Caribbean to Africa and from the Middle East to India to conceptualize a "poetics of indignation" against slavery, social injustice, colonization, authoritarianism, capitalism, and globalization. The students in this course will read poets, such as Okot p'Bitek, Derek Walcott, Tsitsi Jaji, Mahmoud Darwish, and Pablo Neruda, among many other poets, to examine how poetics changed and shifted across times and geographic boundaries while retaining a commitment to indignation, rebellion, and anger at almost the same recurring oppressive forces.

Requirements/Evaluation: Two 5pp. midterm papers; a 1000-word reflection statement; weekly GLOW posts; one 10-minute presentation; active participation in the discussions in class.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: If the class is overenrolled, the students will submit a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

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:
AFR 328(D2) COMP 335(D1) ARAB 320(D1)

Writing Skills Notes: The students in this course will receive intensive feedback on their writing. This includes writing two 5pp. papers as well as a 10pp. final paper. The students will submit weekly GLOW posts and a final reflection statement.

Difference, Power, and Equity Notes: The students will understand that poetry is a field in which power dynamics and imbalances of access to resources are reflected. They will also pay attention to who writes what and who publishes where in order to understand the imbrication of inequality within the institutions that produce, disseminate, and reward poets.

Fall 2024
SEM Section: 01  MR 2:35 pm - 3:50 pm  Brahim El Guabli

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

Cross-listings: ENGL 345 / THEA 340
Secondary Cross-listing
Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the texts in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will read six plays, of different genres and written at different periods of Shakespeare's career. These will likely be Romeo and Juliet, Henry V, Twelfth Night, Hamlet, The Tempest, and A Midsummer Night's Dream. Close reading of the texts will be the priority, but we will also attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

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

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

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

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing, and there will be opportunities for revision.

Attributes: ENGL Literary Histories A

Fall 2024

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

COMP 369 (F) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)

Cross-listings: HIST 306 / ARAB 369 / GBST 369

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

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

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

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

COMP 369(D1) HIST 306(D2) ARAB 369(D1) GBST 369(D2)

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

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

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

Cross-listings: ENGL 335

Primary Cross-listing

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-/fiction, 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, and attendance in the first organizational meeting or class session.

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 have the option to submit a revision, and 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 2025

TUT Section: T1 TBA Munjulika R. Tarah

**ECON 219 (S) Global Economic History** (WS)

What generated the rise of agricultural civilizations and early empires in the ancient world? Why did Western Europe--and not China, India, or the Middle East--first experience the Industrial Revolution? Why did Latin America stagnate over the 20th century, while Japan and eventually China and India boomed? What explains the historical success of the US economy? Why did the Soviet Union rise and fall? And why was African economic growth slow for so long before taking off in recent decades? These and other questions will guide our exploration of global economic development over the past several millennia. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, culture, technology, and market forces help explain economic differences and change around the world. Throughout the course, we will draw on micro and macroeconomic concepts and simple empirical tools to understand and interpret the historical roots of the modern global economy.

**Class Format:** tutorial; weekly one hour meetings in groups of two

**Requirements/Evaluation:** evaluation will be based on five 5- to 6-page papers, critiques of fellow students' papers, a longer revision of a paper, and engagement in discussion

**Prerequisites:** ECON 110 and ECON 120 or equivalent courses subject to instructor approval

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or History

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** This tutorial course requires students to write five 5-7-page papers, to write 1-2 page responses to their tutorial partner's papers, and to revise and extend one of their papers into a larger final paper of approximately 10-12 pages. Along the way, I offer detailed comments on all of their writing, with an eye towards producing a very polished final paper.

**Attributes:** GBST Economic Development Studies

Spring 2025

TUT Section: T1 TBA Steven E. Nafziger

**ECON 230 (S) The Economics of Health and Health Care** (WS)

What is health? How do we improve it? Health is an essential component of individual well-being and a fundamental input to a productive economy, making its production a societal priority, as well as an individual one. This course examines the economics of the supply and demand for health through applied microeconomic analysis. The course focuses on three broad areas: the inputs to health and the demand for health care; the structure and functioning of health care markets and the roles of key institutions; and the role of public policy in furthering individual and population health. Special attention will be devoted to topics of current policy interest, including health disparities, problems of health care costs and cost containment, health insurance reform and the Affordable Care Act, the role of public health interventions, and drug development and regulation.

**Class Format:** The class is a mixture of lecture and discussion.

**Requirements/Evaluation:** Several short papers, participation in class discussion, and a final research project and presentation.

**Prerequisites:** ECON 110 and a class in statistics

**Enrollment Limit:** 30

**Enrollment Preferences:** Economics majors who need a 200-level elective, Political Economy majors, and Public Health concentrators

**Expected Class Size:** 30

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

**Distributions:** (D2) (WS)
Writing Skills Notes: Students will write 3 policy memos over the course of the semester. Synthesis of peer-reviewed literature, use of citation management systems, and clarity in technical writing will be emphasized. Students will receive timely, substantial, individualized feedback to develop their technical writing ability over the course of the semester. Opportunities to meet with professor outside of class at any stage of writing.

Attributes: PHLH Decision-Making by Institutions + Individuals  POEC Depth  POEC Skills

Spring 2025
LEC Section: 01    TR 11:20 am - 12:35 pm     Shyam Raman

**ECON 367 (S) The Political Economy of Social Insurance (WS) (QFR)**
The Great Society policies of the 1960s dramatically changed the ways people living in poverty interacted with the federal government, but the benefits associated with these policies seem to have stagnated. Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in the United States. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code, including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and function of these programs, with a particular focus on the context in which they were developed. What political incentives and constraints have strung up our social safety net? How do these factors affect the goals of policy, the trade-offs inherent to the policy’s design, and why poverty has not sustained a downward trend in the United States? Through careful consideration, students will learn how to communicate a path forward for public policy which accounts for theoretical economic expectations and the reality of political constraints in policy design.

**Class Format:** Lecture with substantial class discussion.

**Requirements/Evaluation:** Several short policy memos, participation in class discussion, and a final analytical essay.

**Prerequisites:** ECON 253 or 255

**Enrollment Limit:** 25

**Enrollment Preferences:** Students majoring in economics or political economy.

**Expected Class Size:** 25

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

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

**Writing Skills Notes:** Students will write 4 policy memos over the course of the semester followed by a longer, final analytical essay. Synthesis of peer-reviewed literature, use of citation management systems, and clarity in technical writing will be emphasized. Students will receive timely, substantial, individualized feedback to develop their technical writing ability over the course of the semester. Opportunities to meet with professor outside of class at any stage of writing.

**Quantitative/Formal Reasoning Notes:** This course will use quantitative tools of economics. Focus on building data visualization & science communication skills after ECON 255.

Attributes: POEC Skills

Spring 2025
LEC Section: 01    TF 2:35 pm - 3:50 pm     Shyam Raman

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

Cross-listings: WGSS 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
ENGL 107 (F) Temptation (WS)

Cross-listings: COMP 106

Primary Cross-listing
We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: Four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: None

Enrollment Limit: 19

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 107(D1) COMP 106(D1)

Writing Skills Notes: Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Fall 2024

SEM Section: 01  TR 9:55 am - 11:10 am  Emily Vasiliauskas
SEM Section: 02  TR 11:20 am - 12:35 pm  Emily Vasiliauskas

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 Robins, 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 2024
SEM Section: 01  TR 8:30 am - 9:45 am  Kathryn Crim

Spring 2025
SEM Section: 01  TR 8:30 am - 9:45 am  Kathryn Crim

ENGL 112 (F) 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 initial 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, regular Glow posts, 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. Extensive written feedback on longer papers, plus the option of revision.

Fall 2024
SEM Section: 01  MR 1:10 pm - 2:25 pm  James L. Pethica
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), 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) ENGL 113(D1) WGSS 113(D2)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: two to 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

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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:

COMP 117(D1) ENGL 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 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne
SEM Section: 02 TF 2:35 pm - 3:50 pm Christian Thorne

ENGL 120 (F)(S) The Nature of Narrative (WS)

Cross-listings: 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. Homerian epic, The Tale of Genji, and/or the Popol Vuh), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Kafka, Tolstoy, Toni Morrison, and/or Emile Habibi), and visual literature from film and drama to graphic memoir (possibly including Mizoguchi Kenji, Art Spiegelman, Alison Bechdel, and/or Joe Sacco). 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: Comparative Literature majors, students considering a major in Comparative Literature, first-years, sophomores.

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:

COMP 111(D1) ENGL 120(D1)

Writing Skills Notes: Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback
ENGL 123  (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

Spring 2025

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

ENGL 138  (S)  What is a Self? Investigations in Literature, Philosophy, and Psychology  (WS)
The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what 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

Spring 2025

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

Spring 2025
SEM Section: 01 MR 1:10 pm - 2:25 pm Bernard J. Rhie

ENGL 150 (F)(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 that offers a complex interpretive argument 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 readings for this course will be literary works, scholarly essays and nonfiction -- mostly contemporary, and 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.

Fall 2024
SEM Section: 01 MWF 11:00 am - 12:15 pm Cassandra J. Cleghorn

Spring 2025
SEM Section: 01 TF 2:35 pm - 3:50 pm Cassandra J. Cleghorn

ENGL 153 (S) Androids, Cyborgs, Selves (WS)
Cross-listings: STS 153

Primary Cross-listing
In this expository writing course, we will analyze and argue about how humanoid and partly human bodies appear in legend, fiction, and film. When are these bodies inviting? When are they threatening? How are they gendered, how are they raced, and why? Which technologies fit easily into human forms, and which are resistant? What do the persons who inhabit these near-human bodies desire? Students in this course will develop arguments in reply to these and related questions, developing 3 or 4 essays through multiple stages of planning, drafting, and revising. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: several response papers (500 words); three or four essays (1200-1500 words, in multiple drafts); class participation

Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: See details for ENGL 100-level courses on English Department Website.
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

STS 153(D2) ENGL 153(D1)

**Writing Skills Notes:** This expository writing course is dedicated to facilitating real improvement in students’ written argumentative work. Students will write and revise response papers and 5-page essays (in multiple drafts) over the course of the semester, receiving substantial instructor feedback. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2025

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

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

The goal of this course is to teach you how to write a clear, well-argued, and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American fiction, examining the very, very recent (last thirty years) developments in American fiction. We will read short stories and novels by writers such as Danielle Evans, George Saunders, Kali Fajardo-Anstine, Mary Robison, Karen Russell, ZZ Packer, Ocean Vuong, Yiyun Li, among others.

**Requirements/Evaluation:** Active participation, written and verbal comments on published and peer work, five essays (2-7 pages each, most in multiple drafts, including a final radical revision of an essay of the student's choice).

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** First-Year students

**Expected Class Size:** 12

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

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

**Writing Skills Notes:** Five essays ranging from 2-7 pages each, most in multiple drafts. Students will receive extensive written comments on their writing skills, with suggestions for improvement, and may choose to meet with the professor individually outside of class as often as they'd like. Students will also comment (verbal and written) on published work and their peers’ drafts, operating under the assumption that becoming a better writer involves becoming a better reader.

Fall 2024

SEM Section: 01  MR 1:10 pm - 2:25 pm  Karen L. Shepard

**ENGL 161 (F) Metafiction (WS)**

**Cross-listings:** COMP 161

**Primary Cross-listing**

This course will examine ways in which literary works reflect on their status as written 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, Jorge Luis Borges, 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 one or two 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:
COMP 161(D1) ENGL 161(D1)

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

Fall 2024

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

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

Cross-listings: 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:
COMP 265(D1) ENGL 209(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

Spring 2025

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

ENGL 221 (S) Hip Hop Culture (DPE) (WS)

Cross-listings: AMST 222 / AFR 222 / MUS 217

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

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Murphy

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

Cross-listings: COMP 230

Primary Cross-listing

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

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

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

Enrollment Limit: 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) (DPE) (WS)

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

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

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

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

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**ENGL 238**  (F) 1930s Black Literature  (WS)

**Cross-listings:** AFR 260

**Primary Cross-listing**

This course explores Black literary output of the 1930s in all its forms with the belief that this often under-appreciated decade contains many of the impulses that would come to structure the literary landscape in the decades that follow. These include an unflinching embrace of humor and satire, engagements with social realism, and a keen attention to notions of the radical in the international context. Special attention will be paid to how the writing pushes away from the development of what we have come to understand as the Harlem Renaissance of the 1920s. Work to be considered throughout the term comes from, among others, Marita Bonner, Arna Bontemps, Sterling Brown, Langston Hughes, Zora Neal Hurston, George Schuyler, Dorothy West, Richard Wright, and Octavia Wynbush.

**Requirements/Evaluation:** weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

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

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

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

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

AFR 260(D2) ENGL 238(D1)

**Writing Skills Notes:** Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

**Attributes:** AFR Black Landscapes  AMST Arts in Context Electives  ENGL 200-level Gateway Courses  ENGL Literary Histories C

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**ENGL 240**  (F) What is a Novel?  (WS)

What is a novel? Where did novels come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel even needed a theory--too popular, too loose and baggy to be thought of as any one thing. Today, novel theory is legion. To name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. We'll center our studies in the Age of the Novel in Britain, the 19th century (Jane Austen, Charles Dickens), and extend our investigations to one of its contemporary heirs (Sally Rooney).
Theorists will include Bakhtin, Benjamin, Marx, Lukacs, Barthes, Ian Watt, Jameson, Sedgwick, Said, Bersani, Moretti.

Requirements/Evaluation: 4 papers; weekly posts to glow; regular, substantial, and intensive participation in class discussion.

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, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: You will write 4 papers, totaling around 20-25 pages, with opportunities for revision following feedback.

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

Fall 2024

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

ENGL 243 (S) The Contemporary African American and Latin American Novella (WS)

Cross-listings: COMP 268

Primary Cross-listing

This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

Requirements/Evaluation: five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings

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)

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

COMP 268(D1) ENGL 243(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2025

TUT Section: T1 TBA Ricardo A Wilson

ENGL 266 (F) Postmodernism (WS)

Cross-listings: COMP 231

Secondary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on
Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

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 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2024
TUT Section: T1 TBA Christopher A. Bolton

ENGL 293 (S) "Make it New": The Modernist Experiment (WS)
In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels... the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bahaus, and early experiments in film.

Requirements/Evaluation: Active class participation; three papers rising from 3-7 pages; regular short reading responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students who have declared or are considering English or Comparative Literature majors; students who have 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: Three papers rising from 3-7 pages; regular short reading responses. Students will receive comprehensive feedback on their writing, and opportunities for revision.
ENGL 294  (F)(S)  On Occupations: Work, Colonization and Contemporary Life  (DPE) (WS)

Cross-listings:  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 100-120 pages each week. Each student will do one classroom presentation about the week's readings. Other assignments include weekly journals, an annotated bibliography, a proposal, and a final paper.

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

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

Cross-listings:  AMST 326

Secondary Cross-listing

The Great American Novel is a moribund cliche. 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:** Assignments include a daily free-writing exercise, graded note-taking, three 1-2-page reflective essays, two brief creative writing assignments, and a final creative project.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST majors, then juniors and sophomores

**Expected Class Size:** 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 2024

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

**Cross-listings:** 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 ethnography, non-/fiction, 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, and attendance in the first organizational meeting or class session.

**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 have the option to submit a revision, and 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 2025
TUT Section: T1 TBA Munjulika R. Tarah

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

Cross-listings: THEA 340 / COMP 343
Secondary Cross-listing

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

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

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

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

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

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing , and there will be opportunities for revision.

Attributes: ENGL Literary Histories A

Fall 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica
ENGL 388 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: LATS 322

Secondary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latinx and other writers who center Global South experiences, with attention paid to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

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

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

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:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latinx and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01   M 7:00 pm - 9:40 pm   Nelly A. Rosario

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 2024

HON Section: 01   W 1:10 pm - 3:50 pm   Ricardo A Wilson
ENVI 208 (S) Saharan Imaginations (DPE) (WS)

Cross-listings: ARAB 209 / COMP 234

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: If the course is over-enrolled, students will required to provide a 200-word paragraph in which they explain how the course fits within their plan of study at Williams.

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

Spring 2025
SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

ENVI 243 (S) Reimagining Rivers (DPE) (WS)

Cross-listings: ANTH 243

Primary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

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

Prerequisites: None

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) (DPE) (WS)  

This course is cross-listed and the prefixes carry the following divisional credit:  
ENVI 243(D2) ANTH 243(D2)  

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.  

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.  

Attributes: ENVI Humanities, Arts + Social Science Electives  

Spring 2025  
TUT Section: T1 TBA Nicolas C. Howe  

ENVI 244 (S) Environmental Ethics (WS)  

Cross-listings: 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, among others. 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 2025  
TUT Section: T1 TBA Julie A. Pedroni
ENVI 291 (F) Religion and Ecology in America (WS)

Cross-listings: REL 291 / SOC 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual 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 religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? 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 biological theory, Buddhist eco-spirituality, 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: None

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: ENVI Humanities, Arts + Social Science Electives

Fall 2024
TUT Section: T1 TBA Nicolas C. Howe

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

Cross-listings: PSCI 319 / CAOS 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:
PSCI 319(D2) ENVI 351(D2) CAOS 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 2024
SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2025
SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

ENVI 450 (F) Senior Seminar: Environmental Ethnography (WS)

A key question orients this course: What can the embodied, place-based, and detailed approach of ethnographic study bring to our understandings of the environment? This upper-level seminar will explore this question through classroom discussions and a semester-length research project. Students will engage different styles of environmental ethnography while undertaking their own ethnographic projects involving the Williams College community and surrounding areas. Students will learn to work across different kinds of evidence as they draft fieldnotes, code fieldwork data, extrapolate key ideas from their fieldwork materials, and discover new ways of building environmental knowledge. Students will use these materials to collectively assemble an edited volume of ethnographic snapshots to be presented to the wider Environmental Studies community at Williams.

Requirements/Evaluation: Participation in seminar discussions; Weekly fieldnotes (2-3 pages per week); Mid-term coded fieldwork notes and summary statements (9-20 pages); Final ethnographic paper (10-12 pages) and short film

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; Juniors and Seniors

Expected Class Size: 12

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

Distributions: (D2) (WS)

Writing Skills Notes: This is a writing intensive capstone seminar. Students will produce and receive peer and professor feedback on weekly written assignments. The course includes a 9-20 page midterm and a 10-12 page final ethnographic paper.

Attributes: ENVI Environmental Policy EVST Senior Seminar

Fall 2024
SEM Section: 01 W 1:10 pm - 3:50 pm Brittany Meché

ENVI 491 (S) The Suburbs (WS)

Cross-listings: AMST 490 / HIST 491

Secondary Cross-listing

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

Class Format: Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class 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 course work related to the topic.

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:
ENV 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025

TUT Section: T1 TBA Karen R. Merrill

GBST 216 (F) Cities and Urbanism of the Ancient World (WS)

Cross-listings: ANTH 216

Secondary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

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:
GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes:  GBST Urbanizing World

Fall 2024
TUT Section: T1  TBA  Antonia E. Foisas

GBST 294  (S) Victimhood Nationalism in Global History & Memory  (DPE) (WS)

Cross-listings:  HIST 294

Primary Cross-listing

As globalism of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation:  Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites:  None

Enrollment Limit:  15

Enrollment Preferences:  GBST concentrators and History majors

Expected Class Size:  10

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:
HIST 294(D2) GBST 294(D2)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes:  GBST Borders, Exiles + Diaspora Studies  GBST East Asian Studies  GBST Middle Eastern Studies  GBST Russian + Eurasian Studies  HIST Group G Electives - Global History

Spring 2025
SEM Section: 01   TF 1:10 pm - 2:25 pm   Jie-Hyun Lim

GBST 348  (F) Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings:  RUSS 348 / SOC 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 post-socialist 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 Russia's invasion of Ukraine, or the lingering 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 Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. 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 post-socialist 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) RUSS 348(D1) SOC 348(D2)

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

Fall 2024

TUT Section: T1  M 7:00 pm - 9:40 pm  Olga Shevchenko

GBST 369 (F) Indigenous Narratives: From the Fourth World to the Global South  (DPE) (WS)

Cross-listings: COMP 369 / HIST 306 / ARAB 369

Secondary Cross-listing

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

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15
Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2) (DPE) (WS)

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

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

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

Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024

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

GBST 414  (F) Displacement: Global Histories of Refugees and Forced Migration  (DPE) (WS)

Cross-listings: ARAB 414 / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

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:
ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit five page drafts in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e., displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East
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
Enrollment Preferences: Geosciences majors or 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: Students will write four 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments. In addition, there will be two quantitative problem sets.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2024

TUT Section: T1 TBA Mike R. Hudak, Paul M. Karabinos

GERM 366 (S) Reason and "Unreason" in the German Tradition (WS)

"I am proud of my heart alone, it is the sole source of everything, all our strength, happiness and misery. All the knowledge I possess everyone else can acquire, but my heart is all my own." So spoke Johann Wolfgang Goethe's young Werther in his groundbreaking novel from 1774, The Sorrows of Young Werther, which exposed the fault lines of the Enlightenment, with its emphasis on rationality, on universal human values, and on optimism about the future. Throughout the nineteenth and twentieth centuries in Germany and Austria, challenges arose to what was touted as the triumph of objective, scientific thought, often leading to alienation and despair for the writers and thinkers who explored the deepest recesses of the mind. These challenges led to some of the most creative cultural production in Western history, but the concatenation of reason and "unreason" also contributed to one of its biggest catastrophes. This course will explore and complicate the relationship between reason and those forces that throw it into question. Specifically, we will focus first on the moments around 1800 and 1900 when the tectonic plates of reason and supposed unreason converge and collide most forcefully, reading authors like Kant, Goethe, Novalis, Kleist, Büchner, Hoffmann, and Freud, then turn to the mid-twentieth century, when both forces combine to create the disaster of the "Third Reich" and the difficulties of its aftermath (Hitler, Harlan, Bachmann, Haneke). Finally, we will look at the complex ways in which rationality triumphs and is challenged in our current time by engaging with the debates around science that roil German and Austrian society. Readings and discussion in German (with some theoretical readings in English).

Requirements/Evaluation: Active participation, several short papers and reading responses, longer final project. All writing will include rewrites with corrected grammar and the final paper will be written in stages, including a draft that is workshopped in tutorial format.

Prerequisites: GERM 200-level course or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: German majors, German students

Expected Class Size: 8

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

Distributions: (D1) (WS)

Writing Skills Notes: Students will write and rewrite several short papers in German. A longer final paper will be written in stages that will include a draft that is workshopped in tutorial format.

Spring 2025

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

HIST 112 (S) The Asia-Pacific War (WS)

Cross-listings: ASIA 111

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:

HIST 112(D2) ASIA 111(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

Spring 2025

TUT Section: T1 TBA Viktor Shmagin

HIST 134 (F) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath. For three-quarters of the semester, the tutorial follows a traditional format in which weekly tutorial meetings center on the writing of a paper and the partner's critique. The last segment of the course is structured around a research paper assignment, introducing students to archival research and longer-format writing.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper; final 8- to 10-page research paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 page papers; one formal paper revision; 8-10 page research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Fall 2024

TUT Section: T1 TBA Alexandra Garbarini

HIST 135 (F) The Coffeehouse from Arabia to the Enlightenment (WS)

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a
social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the European Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

**Requirements/Evaluation:** Attendance and participation; two 5-7-pp. papers (and a revision of each); final research project proposal and bibliography; a final, 10-12 pp. research paper; a final research presentation.

**Prerequisites:** First-year standing.

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students.

**Expected Class Size:** 19

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

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

**Writing Skills Notes:** This class is designed as an intensive expository writing seminar for first-year students. We focus on the structure of expository argument, the importance of revision, on library and research skills, etc. Students receive detailed feedback on their writing throughout the semester and are expected to use the opportunity to hone their craft.

**Attributes:** HIST Group C Electives - Europe and Russia  HIST Group G Electives - Global History  HIST Group P Electives - Premodern

Fall 2024

SEM Section: 01   TR 11:20 am - 12:35 pm   Alexander Bevilacqua

**HIST 144 (S) Brazil's Myth of Racial Democracy**  (DPE) (WS)

The notion that race worked differently in Brazil took root in the early twentieth century and grew into a myth that the country was home to a unique "racial democracy." This course will examine the creation and surprisingly long life of this idea among not only Brazilians but also observers and visitors from the U.S., Europe, and Africa. We will look at how "racial democracy" became central to constructions of Brazilian national identity, how the country's governments tried to coopt Black cultural forms like samba and Carnaval into official culture, and how thinkers around the world used Brazil to define their understanding of race making in their own regions. The special focus, though, will be on how Afro Brazilians challenged the myth politically, intellectually, and artistically from the 1920s to the 1990s. Our texts will include the fiction, memoirs, manifestos, and scholarship of individuals like Abdias do Nascimento, Carolina Maria de Jesús, and Sueli Carneiro, as well as the activism of Black and feminist groups.

**Requirements/Evaluation:** Class participation, three 3-page papers, written responses, and a 10-12 page research paper.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference to first- and second-year students

**Expected Class Size:** 15

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

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

**Writing Skills Notes:** Students will write three 3-papers on set topics and a 10-12 page research paper. Revision of the first short paper, in response to instructor's comments is mandatory. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on identifying sources, formulating an argument, and presenting a compelling case.

**Difference, Power, and Equity Notes:** This course will examine how Brazilians created, lived, and contested categories of racial difference over the twentieth century. We will look at the intersections of gender, sexuality, regional, and national identities with race in Brazil and will make comparisons between processes of race-making in Brazil and around the Atlantic.

**Attributes:** HIST Group D Electives - Latin America + Caribbean

Spring 2025

SEM Section: 01   TR 8:30 am - 9:45 am   Roger A. Kittleson
HIST 152  (F)  The Fourteenth Amendment and the Meanings of Equality  (DPE) (WS)

Cross-listings:  WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

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

Enrollment Limit:  19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size:  15-19

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:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Fall 2024

SEM Section:  01    MWF 8:30 am - 9:45 am    Sara Dubow

HIST 155  (S)  School Wars  (WS)

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about competing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites:  first-years or sophomores

Enrollment Limit:  10

Enrollment Preferences:  first-year students, and then sophomores who have not previously taken a 100-level seminar
In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is a white woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries—class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of ideantic intelligibility.

Attributes: HIST Group F Electives - U.S. + Canada
HIST 161 (F) W.E.B. Du Bois: A Century of Study and Struggle (WS)

This course will apply a historical lens to the life and thought of historian, activist, social theorist, and writer W.E.B. Du Bois. We will engage with Du Bois' historical, sociological, and political writing, trace his intellectual transformation throughout the course of his nearly century-long life of study and struggle, and highlight his ongoing pertinence. Engaging with classic as well as lesser-known works by Du Bois, his contemporaries, and other scholars, a core aim of the course will be to comprehend the development of Du Bois's ideas, placing them in historical context. In examining his work and its lasting influence we will touch on a range of topics including, the Civil War, Reconstruction, and the afterlife of slavery; race, the color line, and American citizenship; civil rights, Black advancement, and political leadership; Black urban life; war, colonialism, and global capitalism, among other topics.

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 a final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 15

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Andrew L. Grim

HIST 163 (F) Communications in Early America (DPE) (WS)

Cross-listings: AMST 164

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 have developed to record, remember, advocate, persuade, resist, and express 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. We will reflect on artistic and natural science paintings, engravings, and visual culture that circulated widely; and diaries and journals as forms of personal as well as collective memory. 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 have 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. They also illuminate 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.

Requirements/Evaluation: active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project

Prerequisites: none

Enrollment Limit: 19

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: 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:
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 and interdisciplinary 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

Fall 2024
SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

HIST 168 (S) Black Film History (WS)
This course will examine the history of African American cinematic production since the silent era. By examining the work of Black filmmakers and cinematic representations of African Americans more broadly, we will explore a variety of key questions throughout the course of the semester, including: How did Black filmmakers address social and political questions in their work? How did filmmakers engage with and refute dominant cultural and Hollywood images of African Americans? What role did movie theaters play in the social lives of Black communities? How did film critics shape understandings of Black cinematic expression? What transformations occurred in the images of African Americans in film across the twentieth century? What role did filmmaking play in the Black Freedom Struggle? In addition to viewing a sampling of films, we will engage with a variety of scholarly and popular writing on the history of African American filmmaking, filmgoing, film criticism, and filmic performance.

Requirements/Evaluation: Active participation in class discussion, weekly 500-word discussion posts, two 4-5 page essays, and a final 10-12 page research paper

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Preference to first- and second-year students

Expected Class Size: 12-19

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (4-5 page) papers leading to a longer (10-12 page) research paper. Students will receive timely feedback on written work from peers and the instructor and will be required to submit revised drafts in response to feedback. Students will develop their final research paper in several stages, submitting a topic proposal, research question, outline, and annotated bibliography, with the instructor commenting on each step.

Spring 2025
SEM Section: 01 TF 2:35 pm - 3:50 pm Andrew L. Grim

HIST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)

Cross-listings: GBST 294

Secondary Cross-listing
As globalization of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and
The Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemonic-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation: Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: GBST concentrators and History majors

Expected Class Size: 10

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:

HIST 294(D2) GBST 294(D2)

Writing Skills Notes: This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes: A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes: GBST Borders, Exiles + Diaspora Studies GBST East Asian Studies GBST Middle Eastern Studies GBST Russian + Eurasian Studies HIST Group G Electives - Global History

Spring 2025

SEM Section: 01    TF 1:10 pm - 2:25 pm    Jie-Hyun Lim

HIST 306  (F) Indigenous Narratives: From the Fourth World to the Global South  (DPE) (WS)

Cross-listings: COMP 369 / ARAB 369 / GBST 369

Secondary Cross-listing

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

Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

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

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

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

 Attributes: GBST Borders, Exiles + Diaspora Studies

Fall 2024
SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Eqeiq

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: CAOS 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) CAOS 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 2024
SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda
HIST 367  (S)  Black History is Labor History  (DPE)  (WS)

Cross-listings:  AFR 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antilabor sentiment, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

Requirements/Evaluation:  Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

Prerequisites:  Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

Enrollment Limit:  25

Enrollment Preferences:  HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

Expected Class Size:  15

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

Distributions:  (D2)  (DPE)  (WS)

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

HIST 367(D2)  AFR 367(D2)

Writing Skills Notes:  Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

Difference, Power, and Equity Notes:  This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

Attributes:  HIST Group F Electives - U.S. + Canada
experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

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:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e, displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024
SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 434 (S) Humanitarianism and Jewish History (WS)

Cross-listings: JWST 434 / REL 335

Primary Cross-listing

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper
HIST 481 (F) History of Taiwan (WS)

Cross-listings: ASIA 481

Primary Cross-listing

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

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

HIST 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024

TUT Section: T1 TBA Anne Reinhardt

HIST 486 (S) Race and A Global War: Africa During World War II (DPE) (WS)

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

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

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

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

Spring 2025

TUT Section: T1 TBA Benjamin Twagira

HIST 487 (S) FIRE! A SOCIAL HISTORY (WS)

This tutorial offers a social history of fire in a national, international, and transnational framework. The aim of this course isn't to historicize fire, itself. Rather, "fire" is treated as a subtext to other historical developments and events in the twentieth and twenty-first centuries that have been factually and figuratively shaped by it. In this regard, we will grasp fire not only as combustion or conflagration but also through its nuanced meanings and their implications for how we think historically about issues related to capitalism, class, climate and environment, labor, gender, immigration, internationalism, policing, politics, race, radicalism, and sex. In essence, bodies might be on fire, burning with sexual desire; buildings might be on fire, engulfed in an intense conflagration; cities might be on fire, ignited by gunfire and urban unrests; workers might be fired or even fired up in a working-class movement, the latter incited by the push for labor democracy; or there might be fire weather, sparked by drier conditions and sweltering temperatures reflecting climate change. Thus, we will examine "fire" in a variety of historical contexts, from actual accounts of disastrous fire incidents due to environmental or industrial mishaps to stories of passion or protest inflaming individuals and groups to studies of rebellions and riots that produce fiery conditions. Lastly, we will analyze society's historical fascination with "fire" events, both real and imagined, and the way they have prompted efforts to rebuild, reform, and reimagine. To accomplish our goals, we will engage primary and secondary sources in addition to screening films that focus on histories directly or indirectly related to fire.

Requirements/Evaluation: Weekly formal papers and written critiques. 10-12 page research paper.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Open to sophomores, juniors, and seniors. History majors will be prioritized. Should the course become overenrolled, I will have non-history majors complete a questionnaire.
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 meet with the professor either in assigned pairs or “trios” at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

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 course work related to the topic.

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 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
of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Students will meet with the professor either in assigned pairs or “trios” at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class 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 course work related to the topic.

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 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2025
TUT Section: T1 TBA Karen R. Merrill

HIST 495 (F) The Medieval World System: Globalization before 1500 (WS)

In recent years, scholars have turned increasing attention to global history in the pre-modern period. This tutorial takes as its focus the global Middle Ages: roughly speaking, the period between 500 and 1500 CE. This was a period that saw mass-produced consumer goods cross from China to India, East Africa, and the Middle East, inspiring admiration and imitation in multiple different markets. It saw games, music, and forms of literature become popular across continents, and saw religious communities forge networks spanning thousands of kilometers. To study the global Middle Ages is to place exchange and networks, both commercial and cultural, at the heart of our analysis. We will read and analyze many accounts by medieval travelers, merchants, and pilgrims who crossed Afro-Eurasia, alongside works by modern historians and archaeologists who have pieced together the patterns of movement and exchange that tied together the diverse societies of pre-modern Afro-Eurasia.

Requirements/Evaluation: Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and Senior History majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

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

Fall 2024
JLST 272 (S) Free Will and Responsibility (WS)

Cross-listings: PHIL 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, agency 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: Six 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

Spring 2025
TUT Section: T1 TBA Melissa J. Barry

JWST 434 (S) Humanitarianism and Jewish History (WS)

Cross-listings: REL 335 / HIST 434

Secondary Cross-listing
In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper
Prerequisites: none
Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

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

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

Spring 2025
SEM Section: 01 W 7:00 pm - 9:40 pm Alexandra Garbarini

LATS 322 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: ENGL 388

Primary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements—characterization, plotting, structure, dialogue mechanics, setting, tone, theme—as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

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

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

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:
ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025
SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

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 Latinx 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 workshop participation, and a final presentation along with a revised draft.

Attributes: AMST Space and Place Electives  ENV+ Humanities, Arts + Social Science Electives  LATS 400-level Seminars

Fall 2024

SEM Section: 01  W 1:10 pm - 3:50 pm  Edgar Sandoval

LATS 475 (S) Dreaming Latina/x Feminist Disability Studies  (DPE) (WS)

Cross-listings: WGSS 475 / AMST 413

Primary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams feel? Feminist, queer, and disabled cri-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: Lab fee: $200 for art supplies per student
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.
Attributes: LATS 400-level Seminars

Spring 2025
SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

LEAD 290 (F) How Change Happens in American Politics (WS)

Cross-listings: PSCI 290

Secondary Cross-listing
An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of Roe v. Wade, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)
Prerequisites: one prior course in political science
Enrollment Limit: 10
Enrollment Preferences: Declared and prospective Political Science majors and Leadership Studies concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 290(D2) PSCI 290(D2)

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: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses
LEAD 320  (F) Heroes and Villains: Iconic Leadership and the Politics of Memory  (WS)

Cross-listings:  PSCI 320

Primary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious—or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history—including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

Requirements/Evaluation:  Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit:  14

Enrollment Preferences:  Leadership Studies concentrators, Political Science majors

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 320(D2)  PSCI 320(D2)

Writing Skills Notes:  Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshopping, and peer feedback.

Attributes:  LEAD American Domestic Leadership  LEAD Facets or Domains of Leadership  PSCI Research Courses

LEAD 425  (S) Senior Seminar: Leadership and the Anxieties of Democracy  (WS)

Cross-listings:  PSCI 357

Primary Cross-listing

This course, the senior capstone for Leadership Studies, examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by seeking to place our current moment in the longer arc of history, examining the distinctive institutional and structural constraints facing contemporary political leaders and examining in detail previous eras in which the American political system has come under great pressure. 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 fraying institutions. While the course will focus primarily on the United States, our conceptual framework will be global. 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 155 or permission of the instructor

Enrollment Limit:  14
Enrollment Preferences: Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

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 425(D2) PSCI 357(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  POEC Depth  POEC Skills  PSCI American Politics Courses  PSCI Research Courses

Spring 2025

SEM Section: 01  W 1:10 pm - 3:50 pm  Mason B. Williams

MATH 313  (S) Introduction to Number Theory  (WS) (QFR)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer. This course will include a significant focus on mathematical proof writing and problem solving skills. This includes writing clear and rigorous mathematical proofs, clearly explaining mathematical ideas verbally and in writing, determining how to approach certain types of problems, looking for patterns and making conjectures, and asking good questions about the implications of certain ideas and theorems.

Requirements/Evaluation: Problem sets, project, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: If course is over-enrolled, enrollment preference will be based on answers to a questionnaire. Some preference will be given to students who have not yet had Math 355.

Expected Class Size: 19

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

Distributions: (D3) (WS) (QFR)

Writing Skills Notes: Students will complete weekly problem sets, with a strong emphasis on proof writing, as well as 2 5-10 page papers/projects. There will be feedback given on mathematical writing as well as accuracy, and discussion time during class on writing in math.

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2025

LEC Section: 01  TR 9:55 am - 11:10 am  Allison Pacelli

MATH 389  (S) Advanced Analysis  (WS) (QFR)

This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field. Material will be drawn, based on student interest, from many areas, including analytic number theory, Fourier series and harmonic analysis, generating functions, differential equations and special functions, integral operators, equidistribution theory and probability, random matrix theory and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will also write reviews for MathSciNet, referee papers for journals, write programs in SAGE or Mathematica to investigate and conjecture, and read classic and current research papers.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 350 or 351 and one additional 300-level MATH course, or permission of instructor
Enrollment Limit: 30
Enrollment Preferences: students interested in graduate school in mathematics or an allied discipline
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Unit Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/389/
Distributions: (D3) (WS) (QFR)
Writing Skills Notes: Students will improve and expand their writing skills by taking course material as a starting point and writing chapters for a book under contract with the American Mathematical Society. This will involve numerous iterations of the content, with feedback both from the professor and from an editor.
Quantitative/Formal Reasoning Notes: This is a post-core 300 level math class.

Spring 2025
LEC Section: 01 TR 11:20 am - 12:35 pm Steven J. Miller

MATH 408 (F) L-Functions and Sphere Packing (WS) (QFR)
Optimal packing problems arise in many important problems, and have been a source of excellent mathematics for centuries. The Kepler Problem (what is the most efficient way to pack balls in three-space) is a good example. The original formulation has been used in such diverse areas as stacking cannonballs on battleships to grocers preparing fruit displays, and its generalizations allow the creation of powerful error detection and correction codes. While the solution of the Kepler Problem is now known, the higher dimensional version is very much open. There has been remarkable progress in the last few years, with number theory playing a key role in these results. We will develop sufficient background material to understand many of these problems and the current state of the field. Pre-requisites are real analysis.
Requirements/Evaluation: Class participation, homework, exams and participation in writing a textbook on the material. Each student will be responsible for working on a chapter of a book based on this material. In addition to obtaining critical writing feedback from myself and my co-author (who is a world expert in the subject), depending on timing we will also be able to share comments from an editor of a major publishing house or a referee. Chapters can range from short snapshots of a subject, on the order of 5 pages, to longer technical derivations of perhaps 10-30 pages.
Prerequisites: Math 350 or 351
Enrollment Limit: 40
Enrollment Preferences: Senior math majors, students planning on graduate study in a STEM field
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3) (WS) (QFR)
Writing Skills Notes: Students will improve and expand their writing skills by taking course material as a starting point and writing chapters for a book under contract with the American Mathematical Society. This will involve numerous iterations of the content, with feedback both from the professor and from an editor.
Quantitative/Formal Reasoning Notes: This is a 400 level math class.

Fall 2024
LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

MUS 173 (S) Music, Medicine, and Madness (WS)
This class will explore intersections between medicine and music in Europe and the United States between 1750 and 1900, with particular attention to constructions of “madness” as a condition that could be triggered, treated, or expressed by music. Through focused readings, analysis of musical examples, and discussion, we will examine historical discourses concerning music’s ability to influence the mind and body—and through this examination gain perspective on current discussions of both mental and physical health. Topics will include the “mad scene” trope in 19th-century opera, the idea of the suffering genius composer, the history of music as medical treatment, and how factors like race, gender, and ability shaped
understandings of musical achievement and medical diagnosis.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, one-time discussion leading, musical analysis essay, article analysis essay, final research project proposal and presentation

Prerequisites: ability to read music helpful but not necessary

Enrollment Limit: 15

Enrollment Preferences: Music majors, those planning to major, or those with strong interest in music, medicine and its history, disability studies, or gender studies. If overenrolled, the instructor may ask students to answer a questionnaire to determine enrollment.

Expected Class Size: 15

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

Distributions: (D1) (WS)

Writing Skills Notes: Three papers and engaged class participation. Outlines and drafts of two of the papers will be required. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2025

LEC Section: 01    TF 1:10 pm - 2:25 pm     Sonja G. Wermager

MUS 217  (S) Hip Hop Culture  (DPE) (WS)

Cross-listings: AMST 222 / ENGL 221 / AFR 222

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:

AMST 222(D2) ENGL 221(D1) AFR 222(D2) MUS 217(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
MUS 238 (S) Music in Modernism (WS)
The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner’s “total work of art” in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of “total theater” were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

Class Format: discussion

Requirements/Evaluation: Three papers (6, 8, and 12 pages in length) and engaged class participation. Outlines and drafts of two of the papers will be required. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: If overenrolled, preference will be given to sophomores and juniors.

Expected Class Size: 15

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

Distributions: (D1) (WS)

Writing Skills Notes: Three papers (6, 8, and 12 pages in length) and engaged class participation. Outlines and drafts of two of the papers will be required. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Attributes: MUS Music History: 1900-Present

Spring 2025

LEC Section: 01   TR 9:55 am - 11:10 am   W. Anthony Sheppard

MUS 476 (S) Orality and Literacy in Historical Musical Practice (WS)
Music is an inherently oral/aural, ephemeral art form. Music history is reliant upon, and tends to privilege, its symbolic rendering in fixed notation. Yet, notated music—described by musicologist Nino Pirrotta as “the visible tip of an iceberg... seven-eighths of [which] remain submerged”—tells only a fraction of the story we seek to understand when studying musics of the past. In this seminar, we will address the unique challenges of studying the relationship between orality and literacy in historical musical practice. We will begin by considering the creative role of memory and embodied ritual in oral musical performance and transmission, as well as the ways in which various cultures have attempted to preserve such practices and the inherently transformative process they undergo when fixed in notation. We will then explore the range of theories and methodologies that scholars and performers have taken in approaching oral musical practices of the past in relation to varying levels of textual and musical literacy. Topics may include studies of epic poetry, jazz improvisation, medieval plainchant, troubadour song, improvised counterpoint, son mexicano, Neapolitan lyric song and dance, Ethiopian Christian chant, medieval and early modern instrumental music practices, Arab-Andalusian music, music in the commedia dell’arte, and various examples of contrafacture. Over the course of the semester, students will develop and present their own independent research aimed at producing a collaborative mock conference/performance as a final project for the class.

Requirements/Evaluation: evaluation will be based on three 5-6 page papers, three presentations, a final collaborative conference/performance, 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 receive detailed feedback on their writing.

Spring 2025
SEM Section: 01    W 1:10 pm - 3:50 pm     Elizabeth G. Elmi

NSCI 209  (F) Animal Communication  (WS)

Cross-listings: BIOL 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, synchronous signaling by fireflies, gestural communication by primates, 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, and the student's effectiveness in tutorial discussions.

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

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

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:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses  NSCI Group A Electives

Fall 2024
TUT Section: T1    TBA     Heather Williams

NSCI 319  (S) Neuroethics  (WS)

Cross-listings: PSYC 319 / STS 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10
**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

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

**Distributions:** (D3) (WS)

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

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives  PSYC Area 1 - Behavioral Neuroscience

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**PHIL 110 (F) History of Modern Moral and Political Philosophy (WS)**

This course is a survey of 17th-, 18th-, and 19-century moral and political philosophy. We will consider what, if anything, justifies the rules of morality and law, and we will consider the nature, value, and limits of freedom. We will ask whether our individual actions and our social and political structures are based in our self-interested desires, our natural instincts, or our rationality. Authors will include: Hobbes, Locke, Rousseau, Hume, Kant, Smith, Marx, and Mill.

**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 their papers prior to submission.

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**PHIL 115 (S) Personal Identity (WS)**

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy, e.g. metaphysics, epistemology, moral and political philosophy, philosophy of mind. Conceptions of person are equally important in science (especially in psychology), law, and the arts. Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? Our starting and central question will be: What makes me the particular person that I am, and how is my identity as this individual person preserved over time? The course will place special emphasis on developing students' intellectual skills in close, analytical reading; reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments, orally and in writing; responding to the claims and arguments presented in texts and in class; and writing clear, polished, well-argued papers.
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

PHIL 119 (F)(S) Why Obey the Law? (WS)
What social and political arrangements are most conducive to fostering human well-being and the common good? What makes governmental authority legitimate? A foundation in reason and morality? Popular sovereignty? Does might make right? We turn first to two of Plato's most famous dialogues, The Apology and The Republic in which we encounter Socrates' trial for impiety and corrupting the youth, and, Socrates effort to defeat an argument that might makes right, that only the weak agree to obey the law, by envisioning an ideal (non-democratic) city-state ruled by benevolent philosopher-kings. The rest of the course is devoted to figures in the history of modern political philosophy, both defenders and critics of democratic liberalisms (egs., Hobbes, Locke, Rousseau, Marx, J.S. Mill, Nietzsche, W.E.B Dubois, etc.). We conclude with contemporary reflections on the fate of democracy today.

Class Format: Class participation will involve individual and group activities meant to give you practice in thinking quickly, working with others, and building arguments.

Requirements/Evaluation: Six pass/fail short response essays of approximately 500 words each in which students write about 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 5-page papers based on prompts; participation.
Prerequisites: None. Open to any student interested in the sources of our current understandings of government, the basis of its authority, and strengths and weaknesses of democracy.

Enrollment Limit: 19

Enrollment Preferences: Majors, first years, and sophomores will normally receive preference if the course over enrolls.

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 approaches to writing and drafting, and the importance of editing and seeking the help of writing tutors. I encourage, but do not require, that students make appointments to discuss ideas and drafts with the TA or me.

Attributes: JLST Interdepartmental Electives LEAD Ethical Issues of Leadership

Fall 2024
SEM Section: 01 TR 11:20 am - 12:35 pm Jana Sawicki

Spring 2025
SEM Section: 01 TR 11:20 am - 12:35 pm Jana Sawicki

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 2025
SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland
PHIL 127  (F)(S)  Meaning and Value  (WS)
What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? How can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings. This course aims to teach skills required for good philosophical thinking, including those involved in reading texts closely, reconstructing and evaluating arguments, articulating ideas clearly in discussion, and crafting well-structured and carefully-reasoned papers.

Class Format: Students will meet in trios for this tutorial. We 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: 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.

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PHIL 212  (F)  Ethics and Reproductive Technologies  (WS)

Cross-listings: WGSS 212 / STS 212

Primary Cross-listing

In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

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:

WGSS 212(D2) PHIL 212(D2) STS 212(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: PHIL Contemporary Value Theory Courses  PHLH Bioethics + Interpretations of Health

Fall 2024
LEC Section: 01   TF 2:35 pm - 3:50 pm   Julie A. Pedroni

PHIL 213  (S)  Biomedical Ethics  (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

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 five 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

Spring 2025
TUT Section: T1   TBA   Julie A. Pedroni

PHIL 224  (S)  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 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

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**PHIL 243 (S) The Philosophy of Higher Education: College Controversies (WS)**

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of some controversies in American higher education, and then turn to contemporary controversies such as campus free speech, cancel culture, divestment, decolonization, and admissions criteria.

**Class Format:** This course is a tutorial. Students will meet in pairs with the instructor one hour per week.

**Requirements/Evaluation:** A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses

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**PHIL 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 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, among others. 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 2025

TUT Section: T1 TBA Julie A. Pedroni

**PHIL 272 (S) Free Will and Responsibility (WS)**

**Cross-listings:** 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, agency 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:** Six 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

Spring 2025

TUT Section: T1 TBA Melissa J. Barry

**PHIL 274 (F) Messing with People: The Ethics of Human Experimentation (WS)**

The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics that continue to shape the design, conduct, and regulation of research involving human participants. In this tutorial we'll
closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern such research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. The cases will be drawn from different domains of research, including clinical medicine, public health, social and behavioral sciences, and education. Specific issues are likely to include the ethics of placebo research; deception in research; studies of illicit/illegal behavior; genetic research; research involving social media; experimentation with children, pregnant people and fetuses; research involving persons with mental illness, justice and research with marginalized populations, among other topics.

Requirements/Evaluation: evaluations will be based on written work, on biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors (declared and prospective); Public Health concentrators (declared and prospective)

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 2024

TUT Section: T1  TBA  Julie A. Pedroni

POEC 253  (F)  Empirical Methods in Political Economy  (WS)  (QFR)

This course introduces students to common empirical tools used in policy analysis and implementation. Students will develop skills in statistical literacy to become critical consumers of public policy-relevant research. The emphasis in the course is split between an intuitive understanding of statistical foundations, and applications in data visualization and science communication. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; effective data visualization; statistical inference and hypothesis testing; and multiple regression analysis. A particular focus will be placed on understanding causality, the challenges of estimating causal relationships, and the design of evidence-based policy. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Requirements/Evaluation: Problem sets, group project, midterm exam, final exam

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 20

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

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

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (WS) (QFR)

Writing Skills Notes: Students will write 3 coding-intensive data briefs over the course of the semester. Creation of original exhibits from publicly accessible data, use of citation management systems, and clarity in technical writing will be emphasized.

Quantitative/Formal Reasoning Notes: The course teaches econometrics, i.e. statistics as economists use it, with applications in economics, political science, and other fields.

Attributes: POEC Required Courses
PSCI 160 (F) Refugees in International Politics (DPE) (WS)
Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students, to be selected randomly from list of those enrolled.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Attributes: PSCI International Relations Courses

PSCI 208 (F) Wealth in America (WS)
The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This course focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age. Most readings will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

Requirements/Evaluation: four 5-page papers and a final 10-page paper that is a revision and extension of a short paper
Prerequisites: none; not suitable for first-year students
Enrollment Limit: 19
Enrollment Preferences: Political Science majors with concentration in American politics and Political Economy majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Unit Notes: American concentration
Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, peer review, and a revision of extension of one of these papers into a 10-page paper at the end of the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Attributes: POEC Depth  PSCI American Politics Courses
PSCI 290 (F) How Change Happens in American Politics (WS)

Cross-listings: LEAD 290

Primary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of Roe v. Wade, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

LEAD 290(D2) PSCI 290(D2)

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: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

PSCI 305 (F) Environmental Political Thought (WS)

Cross-listings: STS 305

Primary Cross-listing

In the face of planetary crisis, it is as difficult as it is crucial to find the time and calm "to think what we are doing" (Hannah Arendt's famous line). This course aims to hold space for that thinking; to collaboratively find the presence of mind to take the measure of the doings that caused, and that may redress, the awful reality of earth's degradation. To do so, we will read, discuss, and write about some of the most significant book-length works of environmental political thought published in the last five years. These books conceptualize and intervene into the politics of phenomena such as climate change, species depletion, toxic pollution and (a special interest of the instructor) waste by applying--and sometimes reinventing--approaches from political theory, political economy, science & technology studies, philosophy, and critical theory. They consider the enmeshment of environmental problems with racism, colonialism, economic inequality, and speciesism, among other modalities of power, and weigh the promise of political action and organization to reconstitute relationships among earth's human and more-than-human elements. By interpreting, evaluating, applying and extending the arguments of these books in discussion and writing, students will be challenged to scrutinize their preconceptions and develop, support and articulate original arguments about politics and the environment.
Requirements/Evaluation: Four mini-essays of 2-3 pages each; one final paper of 7-10 pages that incorporates substantially revised material from at least one mini-essay; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political theory concentrators, Political Science majors

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:
PSCI 305(D2) STS 305(D2)

Writing Skills Notes: Students will discuss and fine-tune their writing processes in class and office hours. Students will be given written feedback on mini-essays, with particular attention to developing a sense of voice and purpose in written argumentation. This feedback will support their revision of at least one mini-essay as part of writing the final paper.

Attributes: PSCI Political Theory Courses

Fall 2024
SEM Section: 01  W 7:00 pm - 9:40 pm  Laura D. Ephraim

PSCI 319 (F)(S) Marine Policy (DPE) (WS)

Cross-listings: ENVI 351 / CAOS 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:
PSCI 319(D2) ENVI 351(D2) CAOS 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 2024
SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

Spring 2025
SEM Section: 01  F 9:00 am - 12:00 pm  Catherine Robinson Hall

PSCI 320  (F) Heroes and Villains: Iconic Leadership and the Politics of Memory  (WS)

Cross-listings: LEAD 320

Secondary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious—or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history—including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

Requirements/Evaluation: Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

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 320(D2)  PSCI 320(D2)

Writing Skills Notes: Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshopping, and peer feedback.

Attributes: LEAD American Domestic Leadership  LEAD Facets or Domains of Leadership  PSCI Research Courses

Fall 2024
SEM Section: 01  TF 1:10 pm - 2:25 pm  Mason B. Williams

PSCI 326  (S) The Cyber Revolution  (WS)

This is a course about how the advent of digital technologies, and especially those related to cybersecurity, have reshaped international politics, as well as how they might affect the world order in the future. At its most basic level, it addresses a question that is of fundamental importance to both scholars and policymakers alike: Have cyberweapons and digital technologies revolutionized the way that international politics works, in a manner similar to the impact that nuclear weapons have had on the international system since 1945? Specifically, the course will focus on what is known as the "theory of the cyber revolution"; threats to critical infrastructure; the most significant cyberattacks that have occurred to date, namely, the US-Israeli Stuxnet attack on Iran's nuclear facilities in 2006-2010 and Russia's NotPetya attack on Ukraine in 2017; zero-day markets; information warfare and its effects on, respectively, authoritarian and democratic political systems; and the role that critical information technologies--such as advanced
semiconductors, quantum computing, and artificial intelligence systems--might play in the evolution of international security competition in future decades.

**Requirements/Evaluation:** Biweekly analytical essays, biweekly critiques, final paper, class participation

**Prerequisites:** PSCI 120

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to PSCI majors, especially those concentrating in the international relations subfield

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** Students will be writing biweekly analytical essays, biweekly critiques of their partner's work, and a final paper. Moreover, they will be providing peer review of one another's work throughout the semester.

**Attributes:** PSCI International Relations Courses

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**Spring 2025**

TUT Section: T1 TBA Galen E Jackson

**PSCI 357 (S) Senior Seminar: Leadership and the Anxieties of Democracy (WS)**

**Cross-listings:** LEAD 425

**Secondary Cross-listing**

This course, the senior capstone for Leadership Studies, examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by seeking to place our current moment in the longer arc of history, examining the distinctive institutional and structural constraints facing contemporary political leaders and examining in detail previous eras in which the American political system has come under great pressure. 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 fraying institutions. While the course will focus primarily on the United States, our conceptual framework will be global. 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 155 or permission of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

**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 425(D2) PSCI 357(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  POEC Depth  POEC Skills  PSCI American Politics Courses  PSCI Research Courses

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Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mason B. Williams
The Arab-Israeli dispute receives more attention than arguably any other ongoing conflict in international politics, and for very good reason. The fact that it has lasted as long as it has—well over a century—been characterized by a remarkable (and depressing) degree of intensity; involved competing nationalisms, as well as different religions, cultures, and ethnicities; centered on territorial claims over land that is of special significance; and been connected to a number of important geopolitical questions, including ones involving great power competition, has made it a major focus of scholars of the Middle East, international relations analysts, and, of course, the general public. The issue is also of special interest, for a variety of reasons, in American political discourse. This seminar will examine the conflict in depth, beginning with its origins in the late nineteenth century, and ending with how it might run its course in the future. Specifically, the course will begin with an overview of the dispute's history and most salient aspects. Thereafter, it will cover Zionism and the Palestinian nationalist cause; the creation of the state of Israel and the 1948-1949 Arab-Israeli war; the June 1967 war; the debate, and controversy, over the "Israel lobby" in the United States; the October 1973 war and its aftermath; the road to the 1979 Egyptian-Israeli peace treaty; the arguably underappreciated role that nuclear weapons have played in the conflict; the rise and collapse of the Oslo peace process in the 1990s, as well as the outbreak of the Second Intifada in 2000; and the future of the dispute.

Requirements/Evaluation: class participation, three critical analytical essays, peer critiques/exchanges, final paper

Prerequisites: PSCI 120 and at least one other PSCI course from the international relations subfield

Enrollment Limit: 19

Enrollment Preferences: Political science majors, especially seniors, will be given priority for enrollment.

Expected Class Size: 19

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will need to do a large amount of analytical writing in this course, as well as critique and edit one another's papers. There will also be a component of the class that involves doing writing workshops.

Attributes: PSCI International Relations Courses

Fall 2024

SEM Section: 01  W 1:10 pm - 3:50 pm  Galen E Jackson

PSYC 319 (S) Neuroethics (WS)

Cross-listings: STS 319 / NSCI 319

Primary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

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

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with
REL 211  (F)  Envisioning the Sacred: Representation and Religion in Christian and Muslim Cultures  (WS)

Cross-listings:  ASIA 212 / ARTH 215

Secondary Cross-listing
How did medieval Christians and pre-modern Muslims imagine the sacred and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? How did the art of these unique religious traditions forge connections between the visible and invisible worlds? Paying particular attention to the function and experience of works of art within Christian and Islamic cultures, this seminar examines the evolution of devotional visual expression, while also exploring the problems sacred images generated in these distinct yet often overlapping traditions. Through readings and class discussion, the course will investigate, among other topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of earlier image traditions on the religious art of medieval Christians and pre-modern Muslims; the cult of the devotional image, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics and to various aspects of organized ritual; and the possible roles played by pictures of the sacred in silencing or giving voice to dissent.

Requirements/Evaluation:  Participation in class discussion; oral presentation; five 3-4-page papers, and a final 6-page paper

Prerequisites:  None

Enrollment Limit:  12

Enrollment Preferences:  Sophomores then juniors, but open to all

Expected Class Size:  12

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

Unit Notes:  This seminar will be team taught, by Murad Mumtaz and Peter Low

Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 212(D1)  ARTH 215(D1)  REL 211(D2)

Writing Skills Notes:  In this 200-level seminar, 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 3-4-page papers they will submit, with suggestions for improvement.

Attributes:  ARTH pre-1800

Fall 2024

SEM Section: 01    TF 2:35 pm - 3:50 pm    Peter D. Low,  Murad K. Mumtaz

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

Cross-listings:  WGSS 284 / ARTH 218

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

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: First years and sophomores, but open to all.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

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

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.
Attributes: ARTH pre-1800

Fall 2024
TUT Section: T1 TBA Peter D. Low

REL 291 (F) Religion and Ecology in America (WS)

Cross-listings: ENVI 291 / SOC 291

Secondary Cross-listing
This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual 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 religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? 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 biological theory, Buddhist eco-spirituality, 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: None
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:** ENVI Humanities, Arts + Social Science Electives

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**REL 335 (S) Humanitarianism and Jewish History** *(WS)*

**Cross-listings:** JWST 434 / HIST 434

**Secondary Cross-listing**

In the twentieth century, Jewish history and humanitarian history became deeply intertwined. As the victims of persecution and expulsion, mass violence and genocide, Jews repeatedly figured as the recipients of aid and humanitarian intervention. At the same time, Jewish political figures, legal thinkers, intellectuals and scholars, social activists, and aid workers played central roles in the establishment of humanitarian organizations and in debates about the moral, political, and legal frameworks that have shaped approaches to humanitarianism across the decades since World War I. This research seminar is designed to open up big questions about the history of humanitarianism and to carve out space for students to conduct research on a particular place, time, and aspect of that larger history in conversation with other students working on related topics. In the first half of the semester, in discussions of common readings, we will examine various works of scholarship that connect to the history of humanitarianism from the nineteenth century to the present. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of humanitarianism using the digitized archives of the American Jewish Joint Distribution Committee, culminating in a twenty-plus-page paper. In the final weeks of the semester, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students’ work. In this seminar, we are not merely studying history; you are actually doing history. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. The goal is for each student to produce a polished research paper based on engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

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

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 10

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

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

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

JWST 434(D2) REL 335(D2) HIST 434(D2)

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

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

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**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 twelfth 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 2024
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.


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 2025
SEM Section: 01 MWF 10:00 am - 10:50 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 with a particular emphasis on composition. 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 workshopping 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 2025

**SEM Section:** 01  MWF 11:00 am - 11:50 am  Jennifer L. French

**RLSP 405 (S) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel** (DPE) (WS)

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Matin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"--literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as Cartas de relación, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

**Requirements/Evaluation:** Four essays, class presentations, active participation, and regular attendance required

**Prerequisites:** any 300-level RLSP course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Senior Spanish Majors.

**Expected Class Size:** 15

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

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

**Writing Skills Notes:** Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Spring 2025

**SEM Section:** 01  TF 1:10 pm - 2:25 pm  Carlos Macías Prieto

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

**Cross-listings:** 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: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
RUS 217(D1) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 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 2025

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

RUSS 348  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings: GBST 348 / SOC 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 post-socialist 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 Russia's invasion of Ukraine, or the lingering 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 Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. 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 post-socialist 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) RUSS 348(D1) SOC 348(D2)

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

Fall 2024
TUT Section:  T1  M 7:00 pm - 9:40 pm  Olga Shevchenko

SOC 252  (F)  Im/mobilities  (DPE) (WS)
Cross-listings:  AMST 252 / AAS 252

Primary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic revealed, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move—or to stay still.

Requirements/Evaluation:  Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation
Prerequisites:  None
Enrollment Limit:  15
Enrollment Preferences:  Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.
Expected Class Size:  15
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes:  Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes:  This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024
SEM Section:  01  MR 2:35 pm - 3:50 pm  Phi H. Su

SOC 291  (F)  Religion and Ecology in America  (WS)
**Cross-listings:** ENVI 291 / REL 291

**Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual 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 religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? 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 biological theory, Buddhist eco-spirituality, 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:** None

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

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**SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference** (DPE) (WS)

**Cross-listings:** GBST 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 post-socialist 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 Russia’s invasion of Ukraine, or the lingering 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 Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. 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 post-socialist 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) RUSS 348(D1) SOC 348(D2)

**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

Fall 2024
TUT Section: T1    M 7:00 pm - 9:40 pm    Olga Shevchenko

**STS 153 (S) Androids, Cyborgs, Selves** (WS)

**Cross-listings:** ENGL 153

**Secondary Cross-listing**

In this expository writing course, we will analyze and argue about how humanoid and partly human bodies appear in legend, fiction, and film. When are these bodies inviting? When are they threatening? How are they gendered, how are they raced, and why? Which technologies fit easily into human forms, and which are resistant? What do the persons who inhabit these near-human bodies desire? Students in this course will develop arguments in reply to these and related questions, developing 3 or 4 essays through multiple stages of planning, drafting, and revising. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

**Requirements/Evaluation:** several response papers (500 words); three or four essays (1200-1500 words, in multiple drafts); class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** See details for ENGL 100-level courses on English Department Website.

**Expected Class Size:** 12

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

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

This course is cross-listed and the prefixes carry the following divisional credit:
STS 153(D2) ENGL 153(D1)

**Writing Skills Notes:** This expository writing course is dedicated to facilitating real improvement in students' written argumentative work. Students will write and revise response papers and 5-page essays (in multiple drafts) over the course of the semester, receiving substantial instructor feedback. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2025
SEM Section: 01    TR 8:30 am - 9:45 am    Ezra D. Feldman

**STS 212 (F) Ethics and Reproductive Technologies** (WS)

**Cross-listings:** WGSS 212 / PHIL 212

**Secondary Cross-listing**

In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice.” Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine
transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

**Prerequisites:** none, but introductory-level course in PHIL and/or WGSS recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

**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:

WGSS 212(D2) PHIL 212(D2) STS 212(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:** PHIL Contemporary Value Theory Courses PHIL Bioethics + Interpretations of Health

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STS 305 (F) Environmental Political Thought (WS)

**Cross-listings:** PSCI 305

**Secondary Cross-listing**

In the face of planetary crisis, it is as difficult as it is crucial to find the time and calm "to think what we are doing" (Hannah Arendt's famous line). This course aims to hold space for that thinking; to collaboratively find the presence of mind to take the measure of the doings that caused, and that may redress, the awful reality of earth's degradation. To do so, we will read, discuss, and write about some of the most significant book-length works of environmental political thought published in the last five years. These books conceptualize and intervene into the politics of phenomena such as climate change, species depletion, toxic pollution and (a special interest of the instructor) waste by applying—and sometimes reinventing—approaches from political theory, political economy, science & technology studies, philosophy, and critical theory. They consider the enmeshment of environmental problems with racism, colonialism, economic inequality, and speciesism, among other modalities of power, and weigh the promise of political action and organization to reconstitute relationships among earth’s human and more-than-human elements. By interpreting, evaluating, applying and extending the arguments of these books in discussion and writing, students will be challenged to scrutinize their preconceptions and develop, support and articulate original arguments about politics and the environment.

**Requirements/Evaluation:** Four mini-essays of 2-3 pages each; one final paper of 7-10 pages that incorporates substantially revised material from at least one mini-essay; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Political theory concentrators, Political Science majors

**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:
PSCI 305(D2) STS 305(D2)

**Writing Skills Notes:** Students will discuss and fine-tune their writing processes in class and office hours. Students will be given written feedback on mini-essays, with particular attention to developing a sense of voice and purpose in written argumentation. This feedback will support their revision of
at least one mini-essay as part of writing the final paper.

Attributes: PSCI Political Theory Courses

Fall 2024
SEM Section: 01 W 7:00 pm - 9:40 pm Laura D. Ephraim

STS 319 (S) Neuroethics (WS)
Cross-listings: PSYC 319 / NSCI 319

Secondary Cross-listing
Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Neuroscience 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:
PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025
TUT Section: T1 TBA Noah J. Sandstrom

STS 373 (S) Technologies of Race (DPE) (WS)
Cross-listings: AMST 372 / AFR 374

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:
AMST 372(D2) STS 373(D2) AFR 374(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

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

THEA 239 (F) Introduction to Dramaturgy: The Art & Practice of Storytelling (WS)

The dramaturg is a storyteller and major collaborator in theatre. Working as part of an artistic ensemble, the dramaturg helps to tell a story, shape a theatrical production, and facilitate the rewarding process of creating a world on stage. This seminar/studio course will introduce students to the fundamentals of dramaturgy, including: new play development, production research, literary management, educational outreach, criticism/journalism, community engagement, and translation/adaptation. Assignments over the term will be hands-on, practical, creative, and project-based and include independent writing, research, and oral presentation. We will write, and we will revise. We will also read plays and discuss urgent topics in the theatre industry. During some terms, students may be invited to participate as dramaturgs on Theatre Department productions. As a culminating project, students will complete a creative written adaptation and accompanying dramaturgical casebook for a source of their choosing. Students may be asked to attend live performances and exhibitions when relevant.

Class Format: This is a studio course with a strong emphasis on writing and research, both critical and creative.

Requirements/Evaluation: Assignments will be project-based and will range from making image galleries to writing program notes and an educational study guide. In-class writing and participation in class discussion is required. A major project over the term will include the formation and assembly of a dramaturgy casebook, including: research and historical summary; timeline; artist's bio; educational guide; image gallery; program note; community outreach strategy; lobby design; critical/theoretical perspective; and creative adaptation.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, preference will be given to declared Theatre majors followed by prospective Theatre majors

Expected Class Size: 10

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

Distributions: (D1) (WS)

Writing Skills Notes: This course fulfills the Writing Intensive distribution by requiring students to write for both public audiences and more internal-facing communities. Students will write several short critical pieces intended for lobby displays, programs, educational settings, and more journalistic venues. In addition, they will write and develop a short creative adaptation. All writing will receive feedback from both the instructor and class peers prior to its required revision.

Fall 2024

STU Section: 01 MW 11:00 am - 12:15 pm Amy S. Holzapfel
THEA 266 (F) Introduction to Playwriting (WS)

Are you tired of the classics? Were you frustrated by casting choices in the past? Have you struggled to find a play to direct? Sometimes, you must step away from the canon and create your own work. Do you have something to say about race, gender, ethnicity, nationalism, yourself, and the Other? Do you have a story to tell? Did you ever want to write your own play but didn't know how to start? This is your chance. In this course, you will participate in a series of workshops that will lead to the writing of your first play. You will be guided through the principles of playwriting, beginning with understanding the basics: plot, character, dialog, setting, and theatricality. The mechanics of playwriting will be enhanced by a theoretical understanding of the concepts of genre, style, and aesthetics. Every week, your homework will be to write new dialogs, leading to the first draft of your first play. In class, students are expected to read each other's work aloud and, on occasion, to stage it. By the end of the semester, having brought at least one play into the world, you will not become an experienced playwright, but you will be well on your way to understanding the foundations of the craft. This course culminates with a festival of public staged readings of original student work.

Requirements/Evaluation: Participation; in-class workshops; and students are expected to write several graded drafts of two ten-minute plays and a single one-act play.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Major.

Expected Class Size: 10

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

Distributions: (D1) (WS)

Writing Skills Notes: Course is based on original composition and supervised revision of multiple texts.

Fall 2024
STU Section: 01  R 1:10 pm - 3:50 pm

THEA 340 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: ENGL 345 / COMP 343

Primary Cross-listing

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

Requirements/Evaluation: Three papers ranging from 4 to 7 pages; regular Glow posts; class participation.

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

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors or prospective majors

Expected Class Size: 18

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

Writing Skills Notes: Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive substantive feedback on their writing, and there will be opportunities for revision.

Attributes: ENGL Literary Histories A
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 2024
SEM Section: 01   TR 9:55 am - 11:10 am     Greta F. Snyder
SEM Section: 02   TF 1:10 pm - 2:25 pm     Kiaran Honderich
SEM Section: 03   MR 1:10 pm - 2:25 pm     Mejdulene B. Shomali

Spring 2025
SEM Section: 01   TR 9:55 am - 11:10 am     Greta F. Snyder
SEM Section: 02   MR 1:10 pm - 2:25 pm     Mejdulene B. Shomali

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

Cross-listings: 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 2024

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

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

Cross-listings:  AMST 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), 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) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to 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 2024

SEM Section: 01    TF 2:35 pm - 3:50 pm    Bethany Hicok

WGSS 152 (F) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

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

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

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:

WGSS 152(D2) HIST 152(D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

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

Fall 2024

SEM Section: 01    MWF 8:30 am - 9:45 am    Sara Dubow

WGSS 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: PHL 212 / STS 212

Secondary Cross-listing

In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and
development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

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:

WGSS 212(D2) PHIL 212(D2) STS 212(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: PHIL Contemporary Value Theory Courses  PHLH Bioethics + Interpretations of Health

Fall 2024
LEC Section: 01  TF 2:35 pm - 3:50 pm  Julie A. Pedroni

WGSS 284 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe  (WS)

Cross-listings: REL 284 / ARTH 218

Secondary Cross-listing

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

Requirements/Evaluation: Participation in discussion; five 4-5-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10
**Enrollment Preferences:** First years and sophomores, but open to all.

**Expected Class Size:** 10

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

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

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

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

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

**Attributes:** ARTH pre-1800

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**WGSS 402 (F) Marxist Feminisms: Race, Performance, Labor**  
(DPE) (WS)

**Cross-listings:** AMST 402 / AAS 402

**Secondary Cross-listing**

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx’s emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and specifically at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimagined.

**Requirements/Evaluation:** in-class participation, presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

**Prerequisites:** AMST 101, AMST/AAS 125, or similar courses

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST and WGSS juniors and seniors, 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 402(D2) AAS 402(D2) WGSS 402(D2)

**Writing Skills Notes:** In addition to weekly posts, students will engage a longer process of writing and sharing a presentation paper with the class, give/receive feedback, and submit a revised paper.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor are valued/devalued over others.

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

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Fall 2024

**SEM Section:** 01  
W 1:10 pm - 3:50 pm  
Kelly I. Chung
WGSS 428 (S) Relationality and Its Antagonisms (DPE) (WS)

**Secondary Cross-listing**

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms against frameworks of relationality. Tracing primary sources, cultural expressions, and literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

**Requirements/Evaluation:** in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

**Prerequisites:** AMST 101 or WGSS 101

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST and WGSS seniors and juniors

**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:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

**Writing Skills Notes:** Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

**Difference, Power, and Equity Notes:** The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

**Attributes:** AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

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

WGSS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

**Cross-listings:** LATS 475 / AMST 413

**Secondary Cross-listing**

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams feel? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship,
dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, cri, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

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

Materials/Lab Fee: Lab fee: $200 for art supplies per student

Distributions: (D2) (DPE) (WS)

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

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of different actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda