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NEW UNDERGRADUATE COURSE SUPPLEMENT 2020

The *ORC New Undergraduate Course Supplement* includes new undergraduate courses approved after the yearly ORC publication.

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 *Note – The **ORC/Catalog New Undergraduate Course Supplement** includes all new undergraduate courses, including new special topics courses. It does **not** include graduate courses or updates to courses such as new distributive or world culture attributes that may have been added after ORC publication. See the Timetable of Courses for the most current information.*

NEW UNDERGRADUATE COURSES

Below is a listing of all new undergraduate courses approved since July 2020.

African and African-American Studies

AAAS 20.01 - Dartmouth Black Lives

This course equips students with research methods, critical frameworks, and interview skills to document the lives of Black alumni and contribute to an archive of oral sources on Black history at Dartmouth. Students will be immersed in the theory and practice of oral history, a field in which historians conduct collaborative interviews with narrators to create new records of past events.

Distributive: Dist:SOC; WCult:CI

AAAS 28.10 - Race, Space, and Nature

Ideas of racial difference are frequently advanced as "natural" truths about the world, linked to normative conceptions of environmental relations. Reciprocally, racism—as a set of deadly ideological and material practices articulated around purported group differences— has profoundly shaped conceptions of non-human nature. This course asks how race is inflected in the politics and practices through which humans interact with the "natural" world, and explores the implications for contemporary movements and mobilizations for environmental justice.

Distributive: Dist:SOC

AAAS 31.90 - Black Theatre & Storytelling Workshop in XR: Reimagining The Purple Flower (1928)

Recognizing the intrinsic value of Black lives and Black storytelling across media platforms, this course will explore the staging of Black theatre texts in virtual reality (VR) and related XR technology. Participants will explore VR technology at the intersection of Black cultural storytelling through the performance of monologues and scenes as well as design/tech, music and movement culminating into a pilot production of Marita Bonner's *The Purple Flower* (1928), a non-realistic, one-act play that pushes the boundaries of theatrical staging. No prior experience or pre-requisites required.

Distributive: Dist:ART; WCult:CI

AAAS 33.10 - Rituals of Breath: Black Performance and Resistance

This interdisciplinary course explores the historical legacy of public rituals of extreme violence against African American peoples as both sites of anti-black state and non-state sanctioned disciplinary projects as well as time-spaces of radical resistance. From the slave trade to life and labor under conditions of slavery to post-reconstruction segregation to lynching to police violence, American history can be read through the changing nature of the public torture of Black peoples. At the center of these forms of violence are the control of breath as life force and sign of freedom. This course examines the murder of Eric Garner in 2014 in a police-executed choke hold as a key event that both harkens back to a long history of lynchings and shootings and also to a history of how Black communities have organized around and resisted these forms of violence. Aesthetic representation has been intimately connected to anti-Black racial violence from photographs and postcards of lynchings in which white perpetrators pose alongside dead Black bodies to representations of Emmitt Till's mutilated body at his funeral in an open casket to video of Rodney King's beating to the continuing stream of video and images of extra-judicial killings of black citizens. Generations of artists in film, theater, painting/sculpture, dance, and across media have challenged and confronted this aesthetics of violence. This course explores theories of ritual and performance to understand how artists and communities come together as collectives to contextualize and re-present impossible terrors. Artists and political organizers use aesthetics and collective action to transform the horror of being subject to violence at any moment into rituals of potential social transformation. This course then teaches students theories of ritual and performance as ways that communities have historically engaged and confronted histories of anti-Black violences in order to conceive of new future possibilities in the face of disciplinary actions meant to contain and choke black people(s). In some manner, the course links African American experiences of violence and resistance to those of other African peoples around the world. This course is team taught and also draws upon the expertise of various faculty at Dartmouth. This course aims to link theories of Black life and performance to active practices of performance-making, interrogating the intersections between art and scholarship.

Distributive: Dist:ART; WCult:CI

AAAS 35.60 - Poetry for the People

The central concern of this class is the historical relationship between the social lives of everyday people and U.S. American poetics, with a special emphasis on what June Jordan once termed the "difficult miracle of Black poetry in America." How does poetry help us to know one another? And how might we better understand the particular role of poetry, of *poesis*, for those historically barred from the very practice of reading or writing, from ownership (even of one's own body), and various generally recognized forms of belonging? For the purposes of this course, these will be some of our animating questions.

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As a group, we will study the works of Audre Lorde, Toni Morrison, Tongo Eisen-Martin, Jericho Brown, and Claudia Rankine, among others. Largely toward the end of elaborating, in concert, a working theory of social poetics, a poetics of sociality, a new way for us to be together in a cultural moment marked by distance, as well as the disintegration of the public commons. In the midst of this ongoing catastrophe, this state of emergency and emergence, this course will seek to chart a way forward using the instruments left to us by luminaries both dead and living, a cloud of witnesses beckoning us toward a future with room enough for all of us to flourish.

Distributive: Dist:LIT; WCult:CI

AAAS 39 - Jazz: Black Creative Music and American Culture

The music known as 'jazz' has been one of the most revolutionary and influential artistic movements of the past century. *Jazz: Black Creative Music and American Culture* will provide a basic historical overview of the music, with major themes including the relationship between composition and improvisation; the reinvention of traditional roles of performer, composer, bandleader, and collective ensemble; and the music's connection to African-American history and the civil rights movement. Not open to students who have received credit for MUS 05.01 or MUS 05.02.

Distributive: Dist:ART

AAAS 39.03 - Advanced Studies in Jazz History: A Century of Jazz at Dartmouth

Advanced Studies in Jazz History offers students the opportunity for in-depth research into specific topics pertaining to Black Creative Music. This term we will be turning our gaze inward, exploring Dartmouth's own history with jazz and other forms of Black music over the past century. Through a combination of primary source research, interviews and oral history, and creative storytelling and writing, the goal of this course is to generate lasting, honest, insightful, and engaging documentation of the complicated history of jazz at Dartmouth.

Distributive: Dist:ART

AAAS 39.05 - Utility of Death and Dying in African American Music

This course explores the topics of death and dying and their multiple uses across the span of African American music from the time of enslavement to the present day. Through an engagement with sound recordings, scholarly writings, journalism, lyrical analysis, film, and other

sources, we will expand our understanding of how and why death is so frequently invoked in African American music. Although some reasons for these invocations - for instance, loss or mourning – may seem obvious, this course will require us to reframe our perceptions of death as simply the ending point of life. As we will learn, death and dying can serve a number of purposes, from 'deadness' serving as a necessary aesthetic for creation, to death being an integral part of an artist's identity.

Distributive: Dist:ART; WCult:W

AAAS 39.06 - Hip-Hop in the United States

This course is an introduction to hip-hop music and culture, intended to offer interdisciplinary perspectives on what is one of the most popular genres in the United States. From its humble origins in New York to now, hip-hop and rap music have changed the sonic landscape of the US and the world. We will examine rap music and hip-hop culture as artistic and sociological phenomena with emphasis on historical, cultural, economic and political contexts. Discussions will include the coexistence of various hip-hop styles, their appropriation by the music industry, and controversies resulting from the exploitation of hip-hop music and culture as a commodity for national and global consumption.

Distributive: Dist:ART; WCult:CI

AAAS 60.01 - Plantations and Slavery in the Americas

The plantation evolved in the Americas as a place for European exploitation of colonial environments and enslaved laborers. It played a foundational role in shaping settler colonialism, racial slavery, and capitalism across the Americas and it has also framed debates around the legacies of slavery and colonial appropriation up to the present. This course explores the evolution of the plantation as an institution and an ideology of racialized exploitation, but also traces enslaved peoples' resistance to the plantation and their construction of rival geographies and institutions.

Distributive: Dist:SOC; WCult:W

AAAS 61.05 - Black Agrarian Democracy: Haitian History from Revolution to the Fall of the Duvalier Dictatorship

The course explores the historical struggle between democracy and authoritarianism in Haiti throughout its two hundred seventeen years of independence as a free black nation, which also makes the island one of the oldest sovereign countries in the Western Hemisphere. To understand the island's history, students are expected to read what historians and writers have written about Haiti; and to read the primary letters of frantic French planters, rebellious African slaves, egalitarian peasants, entrepreneurial market women, conscientious revolutionaries, exuberant military generals, loquacious

politicians, feared dictators, and dreaded militias through time. The course will, indeed, move through four important, though overlapping, historical moments. First, we begin with an examination of the 1791-1804 Haitian Revolution when enslaved Africans revolted against the French colonial planters to successfully abolish slavery and to achieve national independence. Second, we read through the formation of grassroots and institutional democratic traditions in the nineteenth century and how they were undone during the 1915-1934 US Occupation of Haiti, where US President Woodrow Wilson ordered the American military to invade Haiti and control the island for almost two decades. Third, we will explore how the undoing of democracy led to the rise of the Francois and Jean-Claude Duvalier dictatorship (1957-1971) and its dreaded militia called the *tonton makout* militia (often spelled in the following French orthography: *tonton macoutes*). Finally, we will conclude the class by looking at how and why the Haitian peasantry overthrew the dictatorship to replace it with the democratically elected President Jean-Bertrand Aristide (1991).

Distributive: Dist:SOC; WCult:NW

AAAS 65.06 - Jews and Race

The question of Jewish difference has been foundational in the formation of both Christendom and Islam. Of course, the question of race, and the racialization of the Jews, is often thought to be modern phenomenon when Race Science became prominent in the nineteenth century. But lately scholars have begun to re-think the category of race in connection with modernity and to reconsider race as a construct that extends back at least into the Middle Ages.

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This course will look at the long historical trajectory of Jews and race, beginning in the Middle Ages and focusing primarily on European modernity, America, including the complex alliance of Jews and Blacks from slavery to BLM, the role of race in the Israeli/Palestinian conflict and the rise of Islamophobia. The goal of this course is to better understand the nature of Jews as a *genos*/race/*ethos*/people as they are labeled by others as well as how they self-identify. Jews identified as a "race," and were identified as such by others, until the 1930s, after which *ethnos* served as a substitute. The question of "whiteness" loomed large for Jews in America; are Jews white, and if so, what are the implications of their "whiteness"? Finally, we will explore more recent iterations of this vexing issue in contemporary politics that includes "Jews of Color," Zionism, Israel/Palestine, conversion to Judaism, and progressive politics in America.

Distributive: Dist:INT or TMV; WCult:W

AAAS 65.65 - Silence, Exile, and Cunning: Comparing Jewish and African Diasporic Literatures

The diasporic subject is by definition a dislocated subject. This dislocation manifests itself not only with respect to space, but also in relationship to history, language, political power, and above all in the psychological relationship that diasporic subjects maintain with themselves. This course will focus on two primary examples of diaspora in the late nineteenth and twentieth centuries, Jews and Africans, to examine the multiplicity of relationships among language, literary structure, as well as gender and sexuality that inform the construction of diasporic literatures. Although this course cannot be comprehensive in its survey of either Jewish or African literatures, it will offer suggestive juxtapositions of the two to emphasize commonalities between their historical and political experience. It will also explore how the once exceptional condition of diaspora increasingly has become representative for more and more people in the world today.

Distributive: Dist:LIT; WCult:NW

AAAS 67.06 - African Diaspora Women Writers

This course will be organized around four themes prevalent in contemporary portrayals of Black women across the African diaspora. The themes, *Body, Voice, Memory*, and *Movement* provide a center from which discussions of agency, representation and counter-narrative can be situated within a larger discourse of canon formation. We will explore various parts of the United States and the Caribbean through analyses of literature and visual culture, paying particular attention to shifting dialogues of culture and identity. Among the central questions posed will be: What constitutes a feminist ideology in black women's literature? How are images of subjection and victimization re-appropriated by Black women writers and image-makers and utilized for their own empowerment? What are the penalties inherent when a Black woman "comes to voice" in the arena of self-representation?

Distributive: Dist:LIT; WCult:CI

AAAS 67.09 - Self, Subject, Photography

Before the oft-reproduced social-media mechanism of the selfie, there existed (and still does) the artistic self-portrait. Utilized in the creative realm to create a representation of the artist as both subject and object, self-portraits can be whimsical, grim, tantalizing, performative, or combative. In this course we will examine gendered constructions of self- portraiture as they exist in poetry, memoir, and photography. Specifically, our task will be to examine the registers of possibility present when women use their bodies and stories to claim authorial space. Our goal during the term will be to think through all of the mechanisms of the self that are deployed in the context of artistic practice. Students will produce their own

photographic self- portraits and write an analytical paper on a contemporary writer or visual artist.

Distributive: Dist:ART; WCult:CI

AAAS 68.08 - Afro/Black Paris in Film and Life

This course takes students on a journey, not to an actual place per se in France, but rather through a lived experience, known as "Afro/Black Paris." Paris, an historical site of freedom from racial enslavement, has long been a contested home and homeland for Africans and their descendants, that is, diverse people racialized as black whose presence in Paris results from colonization, exile, expatriation, and im/migration, including African Americans. The City of Light is arguably one of the most beautiful and exciting destinations in the world. However, all that glitters is not gold. Matters of race and anti-blackness co-exist with a variety of myths, narratives, and representations of Paris and France as color-blind and race-free. Through French film, students will explore these and related issues and thereby gain a broader understanding of pressing social questions, involving anti-racism, belonging, inequality, racism, and their intersections. This course follows a lecture-discussion format.

Distributive: Dist:INT or SOC; WCult:CI

AAAS 85.01 - South African Literature in English

This course will examine works by South African men and women of various ethnicities who have chosen to write in English since the publication of Olive Schreiner's Story of an African Farm in 1883. This richly diverse literature will be tracked through the cultural and political history of South Africa with primary emphasis on the twentieth and twenty-first centuries before and after the fall of Apartheid. Confrontation between black militancy and white oppression characterizes much writing and social interaction in South Africa before the fall of Apartheid, but complex forms of multi-ethnic coexistence and interchange have also been evident since the first white settlement of the country in 1652. Recent work by J.M. Coetzee and Zakes Mda among others explores the difficult, unmapped terrain of post-Apartheid South Africa. Works by the following writers may be included in the course: Olive Schreiner, Solomon Plaatje, Bessie Head, Nadine Gordimer, Zoe Wicomb, Alan Paton, J.M Coetzee, Njabulo Ndebele, Athol Fugard, Nelson Mandela.

Distributive: Dist:LIT; WCult:CI

Anthropology

ANTH 27 - Economic Anthropology in a Changing World

The idea of "the economy" is powerful. Government policies try to make it grow and politicians are voted out if it doesn't. Fortunes rise and fall with economic indicators and market values. But what *is* the economy? In this economic anthropology course, we will address this question differently than an Economics course would. Rather than approaching the economy as an abstraction that exists apart from human societies, we will critically explore how it is created and experienced through activities and relationships that are part of everyday life.

Our focus will be on how markets, commodities, labor, property, and money shape people's identities and relationships. We will pay particular attention to the ways that power works, often invisibly, through economic forms, and how this can make inequality and governmental power appear acceptable and even natural. Finally, we will examine relations between "the economy" and "the environment" in the context of climate change and environmental degradation. Through engagement with ethnographic and other scholarship, students will learn to critically understand key contemporary economic issues in the United States, as well as in countries like Brazil, Egypt, and Italy.

Distributive: Dist:INT or SOC

ANTH 50.37 - Archaeologies of Religion

Most of humanity's religious history is only accessible using archaeological evidence. Moreover, even where texts are available, they tend to reflect the perspective of elites. This course therefore explores how archaeological methods can help us better understand religious phenomena in past societies. Topics will include the religion (or lack thereof) of our hominid ancestors (e.g. Neanderthals), the state religions of ancient civilizations, and the complementary perspective that archaeology provides on the World Religions.

ANTH 50.38 - Social Lives of Energy: Energy Systems and their Social Contexts

In this course, we will analyze the cultures of energy systems, focusing on clean energy sources. Using a global case study approach, we will examine how energy systems impact historical, cultural, and political dimensions of life. Overall, students will integrate how energy systems relate to social equity and climate change politics. One main theme in the course will be energy conflicts involving Indigenous peoples. Studying these conflicts allows us to investigate the multiple ways of being at stake in defining energy futures.

Distributive: Dist:SOC

ANTH 50.39 - Alcohol in the Ancient World

This lecture and discussion-based course provides an introduction to the production and consumption of beer, wine, and other fermented beverages across the ancient world. We will explore the full range of available source material – written evidence, physical remains, artistic representations, ethnographic accounts, and experimental archaeology – to develop an account of alcohol as a

uniquely potent form of material culture that was embedded within complex webs of social, political, economic, and ritual activity.

Distributive: Dist:SOC

ANTH 50.40 - Anthropology of Disaster

Disasters are often conceptualized as an event that disrupts the normalcy of the everyday. In contrast, anthropology of disaster has long analyzed disasters and their effects as amplifications of the normal functioning of a society. This course examines the temporal and spatial scales, categories and concepts, as well as modes of attention we deploy to understand and respond to disasters. By drawing on texts from anthropology, history, science and technology studies, and environmental justice, we will develop analytical tools to elucidate how social norms and power relations are reorganized and reproduced through disasters, often in unequal ways.

Distributive: Dist:INT or SOC

ANTH 50.42 - Indigenous Responses to Colonialism: Maya and Maori

This course compares how Maori in New Zealand and Maya in Mexico and Guatemala survived European colonialism to become distinct peoples in a world of postcolonial nation states. Comparison addresses both the diversity of indigenous worlds and changes in European colonialism between the sixteenth and nineteenth centuries through the study of cultures as emergent interactions of meaning and power within and between groups, and of racism as the rationalization of institutionalized inequalities across human differences.

Distributive: Dist:INT or SOC; WCult:CI

ANTH 50.43 - Social, Environmental, and Health Impacts of Human Conflict

This course will introduce students to the impacts of genocide, war, and other forms of structural violence on population, individual, and environmental health. Students will examine these impacts primarily from public health, life history, and ecosystem perspectives. This course also asks students to think critically about opportunities for scholarly contributions to prevent and/or mitigate these impacts.

Distributive: Dist:SOC; WCult:NW

Art History

ARTH 27.02 - Living Stone: Sculpture in Early Modern Italy

Early modern sculptors like Michelangelo and Bernini pushed the boundaries of their craft, blurring the line between illusion and reality. Through bold experiments, marble was transformed into flesh, bronze into fluid fabric, and stucco into weightless clouds. The labor of chiseling, casting, modeling, and carving became a testing ground for larger debates in the arts. What is the relationship between the 'dirty work' of sculpture and artistic inspiration? Can an artist truly imitate a living, breathing body? This course will consider major changes in how sculpture was designed, experienced, and understood between the years 1400 and 1800. Our focus will be on artists and workshops in Italy with comparisons to other geographies. Topics to be considered include: originality and the sculptural copy; urban sculpture and fountains; the monumental and the miniature; gender, sexuality, and the sculpted body; materials and materiality; and theories of enlivenment.

Distributive: Dist:ART; WCult:W

ARTH 27.03 - Building Boom: Architecture and Urbanism in Early Modern Italy

Across early modern Italy, architects and engineers broke ground on construction projects that transformed cities like Rome, Florence, Venice, and Naples into bustling urban centers. New building technologies and design innovations yielded monumental palaces, soaring devotional spaces, and vast streets and squares. Italy's building boom was fueled by the consolidation of political and economic power in the hands of ambitious patrons for whom architecture was a vehicle of self-fashioning. This course explores Italian architecture and urbanism of the Renaissance and Baroque periods, with a focus on the socio-political and cultural dynamics that shaped the theory and practice of building between the fifteenth through eighteenth centuries. Subjects to be considered include: classicism and the memory of antiquity; treatises and the architectural book; building as propaganda; stylistic experimentation and architectural ornament; villa culture; and designs for the stage. The course will include visits to Rauner Library and the Hood Museum of Art to work with early modern books, prints, and drawings.

Distributive: Dist:ART; WCult:W

ARTH 28.09 - Art on the Move: Renaissance Italy and the Islamic World

During the Renaissance, innovations in art and architecture constantly moved back and forth between Italy and the Islamic world. New design models, styles of ornamentation, and even building methods became part of a shared artistic and architectural language that crossed cultural and geographical boundaries in the Mediterranean. This introductory course will focus on exchanges between Italian centers such as Venice, Florence, and Pisa and the Mamluk Sultanate, the Safavid Empire, and the Ottoman Empire between the fall of Constantinople (1453) and the Battle of Lepanto (1571). We will consider a wide range of case studies, including: the role of the traveling painter and architect in foreign courts; the trade in luxury goods such as textiles and ceramics; common trends in villa and garden culture; and the re-appropriation of objects and

monuments. How did such a rich history of cross-cultural contact emerge against a backdrop of military strife, political rivalry, and religious tension? To answer this question, we will explore contemporary theories of artistic mobility, hybridity, and influence. The course will include an excursion to the Isabella Stewart Gardner Museum in Boston, as well as visits to the Rauner Special Collections Library and the Hood Museum of Art.

Distributive: Dist:ART; WCult:W

ARTH 83.05 - Advanced Seminar: Art and the Law

This Advanced Seminar addresses legal issues that pertain to the sale, acquisition, display, ownership, and destruction of works of art. The topic is framed around two related questions: How does the special status of art, as a privileged sphere of creative expression, grant it different treatment under the law? What are some of the exemptions, protections, or obligations that are accorded to art that are not extended to other forms of personal property? The first part of the course will focus on case studies in which legal questions are entangled with ethical and political concerns: illicit international trade in looted art, repatriation claims, high-profile forgeries, and new guidelines for authentication. The second half looks at the legal framework that governs artists' rights (including resale royalties, copyright, and freedom of expression) as well as the rules that structure transactions in the primary (e.g. artist-dealer contracts and handshake agreements) and secondary art markets. We will also analyze problems related to the representation of artists' estates, the acquisition and de-accessioning of artworks by museums, and the tax codes associated with charitable contributions of works of art. Finally, the class considers how artists strategically make use of the unique affordances of the law and test what it is that artworks can do outside the circumscribed domain of the art world.

Distributive: Dist:ART

Asian Societies Cultures and Language

Asian Societies Cultures and Languages

ASCL 51.05 - Religions of Southeast Asia

This introductory course surveys religion in Southeast Asian contexts. We begin by analyzing the terms "Religion" and "Southeast Asia" as products of global politics. Then, we examine contemporary case studies from seven Southeast Asian countries to explore how religions shape local communities and life experiences. Our course materials lead us to investigate how Spirit Religions, Buddhism, Daoism, Christianity, and Islam intersect and inform understandings of embodiment, health, power, nature, and death. Open to all.

Distributive: Dist:TMV; WCult:NW

ASCL 70.23 - Travel, Migration, and Diaspora in the Transpacific Asias

This interdisciplinary course provides an overview of migration and diaspora studies in Asia and across the Pacific. The course places travelers and migrants at the heart of modern Asian history and culture while examining the social, cultural, political, and economic implications of the movement of people across geographic boundaries. The course deals with a series of case studies that include, but are not limited to, imperial travelers, missionaries, colonial settlers, labor migrants, American GIs, international adoptees, orphans and refugees, transnational domestic workers, return migrants, and Asian diasporas in the Americas. With a strong emphasis on transpacific migrants and their residential, commercial, religious, and social spaces, the course will engage in an interdisciplinary dialogue and utilize a range of activities and media—site visits, walking tours, interviews, autobiographies, literature, and film—to offer students fruitful methods for understanding multifaceted aspects of transnational connections and diasporic identities that migrants have cultivated between Asia and the world.

Distributive: Dist:INT or SOC; WCult:NW

Biological Sciences

BIOL 50.01 - Ecotoxicology and Environmental Health

This course will examine the ecological impacts of environmental contaminants. Anthropogenic chemicals will be considered in terms of sources, fate and transport in air, water, and soil, and exposure pathways and effects on organisms. Chemicals will include inorganic as well as organic contaminants (e.g. mercury, lead, arsenic, PCBs, DDT, PFASs). Focus will be on individual, population, community, and ecosystem level effects. The class will use a combination of lectures, paper presentations, and discussions.

Distributive: Dist:SCI

BIOL 50.02 - Ecology of Infectious Disease

This advanced undergraduate seminar will explore the dynamics of infectious disease through the lens of ecological science while providing training in writing and reviewing research proposals. We will begin by carefully reading case studies from the literature to develop content mastery and strategies for identifying important research questions. Groups of students will then write research proposals, practice the art of constructive peer review, and participate in a mock grant review panel.

Distributive: Dist:SCI

BIOL 54 - Advanced methods in ecological research

Students will work in small groups to conduct original research projects addressing ecological questions that are

developed by the students with inspiration from natural history observations, published research, and discourse within student working groups. Students will develop skills in exploring natural history, formulating interesting answerable research questions, deriving hypotheses from theory, developing research design, acquiring and analyzing data, making statistical and logical inferences, writing scientific papers, and presenting seminars.

Distributive: Dist:SLA

BIOL 74 - Current Topics in Neurobiology

Seminar course on selected topics in cellular and molecular neurobiology focusing on the connection between molecule and malady in diseases ranging from developmental psychiatric conditions like autism and schizophrenia to neurodegenerative conditions such as Alzheimer's Disease and multiple sclerosis. We will focus on connecting basic research with outstanding questions in the field.

Distributive: Dist:SCI

BIOL 74.01 - Development, Plasticity and Dysfunction of the Synapse

Seminar class in neurobiology focusing on synaptic transmission and neurobiological diseases of development and aging. Papers will introduce class to details of methods including optogenetics, microscopy, genetic manipulations and electrophysiology. Major questions in the field of neurobiology will be introduced through recent high-impact papers and live lectures and interviews with off-campus research labs that authored the paper. We will focus on connecting basic research to neurological diseases such as Parkinson's, ALS, Epilepsy and Autism.

Distributive: Dist:SCI

BIOL 74.02 - Diseases of the Nervous System

This course will investigate the cellular basis of several common neurodegenerative diseases including Alzheimer's, demyelinating disorders and ALS. For each we will take a holistic approach to understand the: 1) cell types and pathways that are dysfunctional, 2) mechanisms of disease presentation, heterogeneity and patient prognosis and 3) current state of the scientific literature. Commonalities will be studied to understand how dysfunction in multicellular interactions results in a degenerative cascade of mind and body.

Distributive: Dist:SCI

Chemistry

CHEM 80 - Independent Study in Chemistry

An original and individual investigation under the supervision of a member of the faculty or staff. The project may involve either research or pedagogical development,

with associated literature study. Students who continue the project into subsequent terms will receive a grade of "ON" (ongoing). Upon completion of the project, students will write a report and take an oral examination, after which a final grade in Chem 80 will be assigned.

CHEM 87.01 - Undergraduate Investigation in Chemistry

An original and individual investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the faculty or staff. Students electing the course will carry out preliminary reading during the preceding term and normally participate in a weekly colloquium. The course may be elected once more (Chem 87.02), but only Chem 87.01 may be counted in satisfying the minimum major requirements. It may be elected for the last term in residence only if the student has already been actively involved in the research project. Students electing the course but who do not continue in Chem 87.02 will write a report and take an oral examination at the end of the term, and receive a final grade. Students who continue in Chem 87.02 will receive a grade of "ON" (ongoing).

CHEM 87.02 - Undergraduate Investigation in Chemistry

Normally, Chem 87.02 serves as a continuation of the investigation begun in Chem 87.01. Students electing the course receive a grade of "ON" (ongoing) at the end of the term. Upon completion of the research project (which may extend into subsequent terms), students will write a report and take an oral examination, after which final grades for Chem 87.01 and Chem 87.02 will be assigned.

CHEM 96.05 - Introduction to Statistical Thermodynamics and Molecular Simulations

An introduction to statistical mechanics and computer simulations of molecular liquids and solids. Discussions of fundamental concepts are complemented with demonstrations of computational and analytical methods for solving statistical mechanics problems.

Distributive: Dist:SCI

CHEM 96.06 - Computational Methods in Chemistry and Biophysics

A project-based introduction to computational methods in chemistry, molecular biophysics and structural biology. Projects will provide a practical introduction to data analysis and data visualization with python. Molecular dynamics simulations, Monte Carlo simulations and quantum calculations will be used to explore topics in protein dynamics, polymer dynamics, and the conformational analysis of small molecules. No prior coding experience is required.

Distributive: Dist:SCI

Classics Classical Studies Greek Latin

CLST 1.03 - Antiquity Today

The Romans had the Colosseum, the Greeks had the dramatic stage. What does the different ways they staged violence tell us about the Romans and the Greeks? Can this help us understand staged violence in the modern world, such as that in video games? These are the sort of questions that we explore in CLST 1.03. Topics we cover include Greek and Roman attitudes toward violence, their approaches to classifying and evaluating sexual behaviors, their religious beliefs, and the ways they governed their societies. In all cases we will use what we learn about the Greek and Roman ways of doing things to help think about our own practices and predilections.

Distributive: Dist:INT or LIT; WCult:CI

CLST 11.19 - Before Billboards and Twitter: Roman Coins Text

This hands-on course focuses on the ancient Roman production, the development and use of money at Rome, the logistics of coin production, and the methods for studying coinage to write ancient history. Students learn basic numismatic methodology by handling and studying coins from the collection in Dartmouth's Hood Museum of Art and prepare material for a coin installation. A final unit treats the ethics of coin collecting and the role of the modern museum.

Distributive: Dist:SOC; WCult:W

CLST 12.04 - Mapping Ancient Greece: Pausanias, Digital Humanities, and GIS

Experience the history and archaeology of ancient Greece by following in the footsteps of Pausanias. Pausanias was a scholar from the 2nd century CE who traveled the length and breadth of Roman Greece recording all that was "worth seeing." We will map Pausanias's itinerary in a Google Earth environment and create archaeological and historical tours that incorporate modern research and multimedia about the history, monuments, and artifacts of these places.

Distributive: Dist:TAS; WCult:W

GRK 10.13 - New Testament

Studies the collection of Christian texts now called the "New Testament" for the insights they provide into the complex cultural interactions in the first-century Mediterranean world. Three primary texts, the *Gospel of Mark,* Paul's letter to the *Colossians,* and Paul's letter to *James,* will be examined in light of their original Jewish context and their embeddedness in Greek thought and Roman socio-political structures. This small-enrollment class is taught conjointly with GRK 29, but with assignments and assessment appropriate for students reading entirely in English

Distributive: Dist:TMV; WCult:W

Cognitive Science

COGS 11.05 - Moral Psychology

Moral psychology is the interdisciplinary study of human moral cognition. Philosophers have long theorized the nature of moral judgment from the armchair. Now psychologists and cognitive neuroscientists are investigating hypotheses about how our brains make ethical decisions in the lab. In this class, we will read, and bring together in conversation, classic and cutting edge work from philosophy, psychology, and the neurosciences on the nature of moral cognition. Topics include: Are moral judgments essentially emotional? Or is moral thought a species of reason? Can moral beliefs, by themselves, motivate us to action? Or must a background desire to do the right thing be involved? Is all human motivation, by its nature, self-interested? Or is genuine altruism possible? And should empirical findings about the neurobiological and evolutionary bases of our moral intuitions lead us, as some have argued, to reject certain philosophical moral theories – Kantianism, say – in favor of others – Utilitarianism – or not?

Distributive: Dist:TMV

COGS 50.05 - Psycholinguistics

The deceptively simple tasks of perceiving and producing language require the performance of complicated and often overlapping functions at high speeds. How can we study the representations and processes that make language possible as they interact in the black box that is the human mind? The goal of this course is to provide a broad understanding of research focusing on how the human mind structures, stores and accesses linguistic information.

Distributive: Dist:SOC

COGS 50.06 - Computational Psych of Language

Computational approaches are becoming increasingly prevalent in cognitive science and psychology as they allow us to leverage advances in robust datasets and computing power to investigate aspects of human cognition and behavior such as language. This course seeks to address the processing of language in the mind and brain through computational modeling. The goal of this course is to provide a broad understanding of research utilizing computational psycholinguistics to investigate how the human mind acquires, stores, and accesses language. This course will also serve as an introduction to methodology utilized in this field and provide hands-on opportunities to produce research focusing on language processing.

Distributive: Dist:TAS

College Courses

COCO 26 - So, You Want to Save the Planet, Be a Global Citizen? What's in Your Toolbox?

Traveling can be transformative. But transformative travel does not happen simply by virtue of hopping on a plane and appearing in another culture someplace on the globe. It happens through reflection and a critical awareness of self and other in the context of place, culture, and systems of power. The Toolbox will prepare you for mindful, ethical travel by equipping you with the research and reflection tools you'll need to maximize your global travel experiences.

Distributive: Dist:SOC; WCult:CI

COCO 33 - Homelands and Diasporas: Russian Jews on Three Continents

Drawing on a variety of disciplines, such as anthropology, history, sociology, political science, and cultural studies, and sources ranging from academic works to works of fiction and films, the course first explores the history and culture of Russian (pre-1917) and especially Soviet Jews (1917-1991)—a major and significant segment of the world Jewry—prior to the massive immigration of the 1970s-1990s. The rest of the course involves a comparison of the experience of Russian-speaking Jews in the three major countries they have immigrated to—Israel, US, and Germany—as well as those remaining in Russia today.

Distributive: Dist:INT or SOC; WCult:CI

COCO 34 - Psychoanalysis and Philosophy

This class will stage an encounter between psychoanalysis and philosophy, introducing students to both fields by placing them side by side. Drawing on the complementary expertises of the two-person teaching team, weekly readings will pair at least two texts, including one from each primary field, to illuminate similarities and differences between psychoanalytic theory on the one hand and philosophical concepts on the other, noting where appropriate the mutual influence of the two fields. Because psychoanalysis is also a clinical practice, this interdisciplinary encounter raises the question of the practical dimension of philosophical thought, and we will ask about philosophy's potential impact on lived experience, as well as whether the practice of psychoanalysis remains a valuable mode of treatment or an aid to everyday living. To help organize the broad questions at the intersections of psychoanalysis and philosophy, we will divide the class loosely into four thematic units, the unconscious, Oedipus, interpretation, and transference. Class will proceed mostly through guided discussion; assignments will include reading responses plus midterm and final papers, with opportunities for additional credit so that students might pursue their own interests within the course subject matters.

Distributive: Dist:TMV; WCult:W

COCO 35 - Color in Art and Philosophy

Western philosophers have long asked how we should square what the sciences tell us about ourselves as perceivers with what we seem to know about ourselves from the first person standpoint. Color and color perception are central examples of this problem. But most philosophers and scientists who work on color do so independently of another field in which color is both a problem and a material: painting. Painters make work out of color, and develop a subtle understanding of what color is by mixing and juxtaposing pigments. This course introduces students to the problems of color from both the painter's and the philosopher's perspective. Students will gain familiarity with philosophical theories of color as well as theories of color sourced in painting. They will develop the ability to work with paint and chromatic light so as to bring about different effects. And they will learn how materials such as paints and lights might be brought together into works. They will understand how a painter's approach to color can inform the philosophical theories they learn, and, conversely, how the philosophy might influence how we think of painting.

COCO 38 - Transforming the Energy System: Keeping the Lights on While Saving the Planet

This course will explore how transitioning to renewable energy systems is a necessary leverage point for addressing human-caused climate change, with a specific focus on how energy for electricity and heat is generated and used in New England. Through the collaboration of instructors from the Environmental Studies Program, the Irving Institute for Energy and Society, the Department of Earth Sciences and the Sustainability Office, students will gain an interdisciplinary perspective on New England energy systems and human-caused climate change, including 1) the economic, policy, and regulatory management and distribution of energy, 2) the environment al and societal benefits and impacts of these systems on people and the environment, 3) a scientific understanding of fossil fuel resource formation, extraction, refining and use, and 4) climate change attribution and predictions of future human-caused climate change. The course will culminate in a discussion of Dartmouth's own energy transition as well as regional- and national scale solutions for resolving the urgency of climate action with the current political, economic, and technological constraints governing the renewable energy transition.

Distributive: Dist:TLA

Comparative Literature

COLT 10.24 - Screening Family Matters: Gender, Crisis, and New Communities

This is a course on contemporary film focused on the boundaries of "family." The course studies how "classic" films in different cultural contexts expose the ways the concept of family is deeply rooted in societal norms regarding gender roles, gender identity, race, and class configurations and how these intersect with normative configurations of love and care (and their opposites). These earlier films will serve as our starting point for critiquing societal values and traditions that can very often become oppressive and violent. Students will compare earlier filmmaking to more experimental and contemporary films that turn the concept of the traditional family structure on its head. These films will demonstrate a wider range of emotional territories, of alternative understandings of identity (queerness and trans-identity), and to thinking about care outside of the patriarchal family structure and more in terms of community. What kinds of new families do these films reveal?

Distributive: Dist:LIT; WCult:W

COLT 39.04 - The Case Study: Crime, Medicine, and Modern Society

What does Sherlock Holmes have in common with Sigmund Freud? What unites binge-worthy Netflix fare with Charles Dickens? The course investigates the case study, which plays a crucial role in criminal, legal, and medical contexts alike. While case studies are certainly familiar from tv series or podcasts, the form has a rich literary history. We will survey works from a range of national traditions, examining the features of the case that enable it to operate in and across multiple genres and fields. Our discussions will center on questions of epistemology and form, as we ask *what kind* of knowledge cases transmit and *how* they transmit it. Do they depict exceptional phenomena, or do they seek to delineate the qualities that are representative of a given phenomenon? Who has the authority to tell stories about whom? Why are cases so often relayed in serial form?

Distributive: Dist:LIT; WCult:W

COLT 40.08 - Sounding Out Power and Dissent

How does authority reach the ear? What are the sonic features of speaking truth to power? Who shapes the ways we hear, and where might we learn to listen differently? This course sounds out displays of authority as well as how we can act against such structures by turning to representations of the auditory in both literature and cinema. As we consider questions of sound and its reproduction, we will work across geographical contexts to determine which concerns resonate widely and what role acoustics, or the specific properties of a space, might play. Readings will come from writers such as Valeria Luiselli,

María Sonia Cristoff, Franz Kafka, Frantz Fanon, and Severo Sarduy, while films will range from *Fitzcarraldo* to *Sorry to Bother You*.

Distributive: Dist:INT

COLT 51.05 - Silence, Exile, and Cunning: Comparing Jewish and African Diasporic Literatures

The diasporic subject is by definition a dislocated subject. This dislocation manifests itself not only with respect to space, but also in relationship to history, language, political power, and above all in the psychological relationship that diasporic subjects maintain with themselves. This course will focus on two primary examples of diaspora in the late nineteenth and twentieth centuries, Jews and Africans, to examine the multiplicity of relationships among language, literary structure, as well as gender and sexuality that inform the construction of diasporic literatures. Although this course cannot be comprehensive in its survey of either Jewish or African literatures, it will offer suggestive juxtapositions of the two to emphasize commonalities between their historical and political experience. It will also explore how the once exceptional condition of diaspora increasingly has become representative for more and more people in the world today.

Distributive: Dist:LIT; WCult:NW

COLT 57.10 - Social Revolutions East and West: Japan and the United States in the 1960s

This course examines social movements in the United States and Japan during the turbulent 1960s. Activists and artists engaged with civil rights causes, anti-war movements, and campaigns to end discrimination of all sorts, blending these political agendas with the production of culture and the deployment of new technologies. As a result, new cognitive praxes came into place, and the patterns of knowledge production were forever changed. With a focus on the genres of music, comics/manga, and literature as they evolved in America and Japan in the 1960s, students in the course will learn to recognize how knowledge and worldviews are shaped by the systems of culture that generate them. There are no prerequisites for this course.

Distributive: Dist:INT or LIT; WCult:CI

COLT 57.11 - Migration, Ecology, and the Mediterranean

Why do people migrate? How does their migration impact the places they cross? How have migrations trajectories changed in the last 150 years? Why do people embark in a risky journey across the Mediterranean Sea? How do their destination countries react to their arrivals? How does migration chance Europe? These are some of the questions we will try to answer in this class. Using an interdisciplinary approach, we will look at what the impact of migration is on the environment and in the process of

changing old ideas about what Europe is. Through an interdisciplinary approach using material that originates from both the humanities (film and literature literature) and the social sciences (mainly geography and sociology), we will explore the present and discuss the possible futures of migrations across the Mediterranean.

Distributive: Dist:INT; WCult:W

Computer Science

COSC 32 - Advanced Algorithms

This course follows up on our basic undergraduate-level algorithms course, covering a number of advanced topics and ideas in algorithm design and analysis. You will learn about the use of advanced data structures, amortized analysis, randomization, linear programming, and approximation. The focus will be on methodology and broadly-applicable fundamental principles, rather than specific problem domains.

Distributive: Dist:QDS

COSC 49.10 - Randomized Algorithms

Randomness is one of the key resources in algorithm design. Many problems have faster algorithms if randomization is allowed, and indeed, for certain problems randomness is essential. The course will introduce the probability basics, the fundamental tools, and provide multiple applications in machine learning, big data, optimization, etc.

Distributive: Dist:TAS

COSC 68 - Advanced Operating Systems

This course covers advanced topics in operating systems, including issues such as thehardware/software interface, operating-system structure, CPU scheduling, concurrency, virtual memory, interprocess communication, file systems, protection, security, fault tolerance, and transaction processing. The course also considers many of these topics in the context of distributed systems.

Distributive: Dist:TAS

COSC 89.27 - Security and Privacy of Machine Learning

Today we see applications of machine learning almost everywhere we look – in the domains of autonomous driving, medical diagnosis, fraud detection, etc. While the use of machine learning is increasing in our day-to-day lives, these techniques also pose significant threats to security and data privacy. This course will explore recent academic research at the intersection of machine learning, security, and data privacy that demonstrates the risks adversaries pose to machine learning systems. The research papers explored in this course would cover attacks on machine learning systems as well as defense techniques to mitigate such attacks. Students will read, analyze, and discuss research papers, write summaries, take notes, and undertake a term-long research project.

COSC 89.28 - Transforming Healthcare through Machine Learning: Challenges and Opportunities

Machine Learning (ML) lies at the core of a wide range of healthcare applications spanning from diagnosis to delivery of care. This course gives an overview of challenges and opportunities for ML in the era of digital health. We will explore advanced ML methods for healthcare and medicine through research papers. Specifically, we will cover recent successes of natural language processing, time-series analysis, and transfer learning to advance healthcare research. Students will choose and complete a course project, write a project report, and make project presentations at the end of the course. The course also requires the students to analyze, present, and discuss research papers.

The course is open to graduate and ambitious undergraduate students who are interested to gain hands-on experience in applied ML research. The course is designed to enable students to improve their technical communication and review skills and explore new research directions. It is important to note that this course will be conducted like a seminar (i.e. there are no formal lectures). We assume students are willing and able to learn some necessary background materials on their own. There will be office hours outside of scheduled class lectures.

Creative Writing

CRWT 40.12 - The Novels of Virginia Woolf:Radical Innovator

This is a class for creative writers and creative readers interested in reading and above all, enjoying, the strange, beautiful novels of Virginia Woolf, a radical innovator of English prose whose work, since the moment it first appeared – through to today – has opened up new, and fascinating storytelling possibilities for writers (and readers) ever since. Woolf's singular work has inspired countless writers, including Eudora Welty, W.H. Auden, Toni Morrison (who wrote her master's thesis on Woolf), Edna O'Brien, Michael Cunningham, Jhumpa Lahiri, and Zadie Smith, among many, many others. Woolf's great subjects were memory and time and we'll be examining, through close reading, the many technical innovations Woolf developed, as the well as the emotional risks she took, in order to capture memory and time on the page, such as her use of a unique combination of interiority and lyrical intensity. The class will begin with a look at Woolf's landmark, book-length essay on the women's struggle for independence and creative opportunity, *A Room of One's Own.* We'll be also be reading excerpts from a creative biography of Woolf and various essays by and about Woolf that concern, directly, her development as

a writer who challenged much of what had come before. In order to trace, through three pivotal novels, Woolf's creative development, our primary texts will be: *Mrs. Dalloway*, where Woolf breaks away from the constraints of traditional narrative, *To The Lighthouse,* perhaps her most beloved and most autobiographical book, and *The Waves*, arguably the most poetic, resonant, and challenging of her later works. Written work will be a combination of critical and creative responses to Woolf's fiction.

Distributive: Dist:LIT; WCult:W

CRWT 40.13 - Contemporary Queer and Trans Asian American Poetry

Amidst grief and inheritance, migration and abandonment, is a name one gives oneself. In this poetry workshop, we will examine poetry collections by queer and trans Asian Americans from the late twentieth century to the present, discussing questions of translation, borders, crossings, and reconstructions of the self through second languages and first histories. What are the silences of queer futures? What does it mean to write from or of an identity? How does one write while disowned from one or more identities? Participants will be asked to contemplate these questions in a creative and analytical writing practice culminating in critique workshops and a final poetry portfolio. (Non-exhaustive) readings may include works by Ching-In Chen, Leah Lakshmi Piepzna-Samarasinha, Pamela Lu, Kazim Ali, and Nhu Xuan Nguyen, among others.

Distributive: Dist:ART; WCult:CI

Earth Sciences

EARS 6.05 - Modeling the Earth

This course focuses on modeling the behavior of the Earth as a coupled system. Students will learn to represent physical, chemical, and biological processes in formal, algebraic fashion, and how to organize and create computer models that implement these expressions. Students will use the STELLA graphical modeling environment, which allows the construction of models with varying levels of complexity. Modeling skills will be developed and applied throughout the course, including lectures, homework, and exams. The modeling will focus on simulating natural processes in the Earth system, such as exchanges of mass and energy, and the course will provide the student with an understanding of how the various parts of the Earth system evolve and interact. The scientific method will be introduced, the students will learn about fundamental physical laws and principles governing the behavior of natural systems, and they will be exposed to various natural phenomena relevant to Earth-system dynamics.

Distributive: Dist:SLA

EARS 12 - Big Data Science in Hydrology

Technological advances that facilitate the routine collection of terabytes of data measuring Earth's environment have resulted in the exponential growth of high-resolution hydrological digital databases spanning wide spatial and temporal dimensions. To take advantage of these new databases, hydrologists are increasingly using new tools developed for "big data" science to discover, manage, and analyze earth's ever-changing hydrology. This course is an introduction to the methods and tools of big data science in hydrology, particularly environmental statistics and the R programming language, with application to understanding Earth's hydrology at the local and regional scale. Topics include quantitative analysis of the hydrologic cycle, floods, droughts, and surface water quality. Prior computer programming experience is helpful, but not required.

Distributive: Dist:TAS

EARS 13 - Introduction to Computational Methods in Earth Science

This course aims to provide students with a hands-on introduction to the use and analysis of large, open datasets in the Earth Sciences. Along the way, we will introduce (in lab) some of the basic concepts of programming, as code literacy is increasingly obligatory in Earth Science. Prior programming experience may be helpful, but is not required. After introducing some basic concepts and tools, each student will work with the instructor to find a real data analysis question that can be addressed (as a final project) using the techniques learned in class.

Distributive: Dist:TAS

EARS 72 - Geobiology

Geobiology – the study of interactions between earth and life over geologic timescales – is a young and transdisciplinary field that has grown out of exciting advances in the earth and life sciences. This course examines the many ways in which life has left its mark on our planet. Topics include the origin of life, microbial metabolism and the rise of oxygen on Earth 2.5 billion years ago, the evolution of biomineralization, the environmental context for animal evolution 540 million years ago, planetary/life interactions and the potential for life elsewhere in the universe. Geobiology utilizes tools and ideas from geology, geochemistry, geomicrobiology and paleoecology. Course content and required readings draw from the evolving ideas in the scientific literature.

Distributive: Dist:SCI

EARS 86 - Special Projects

Advanced study in a particular field of the earth sciences under the supervision of a faculty advisor. Conclusions from the project must be submitted in a suitable oral or

written report. Does not satisfy the culminating experience requirement.

Economics

ECON 87.01 - Senior Thesis in a Collaborative Setting

Most economics students that write an honors thesis start their idea for an honors thesis topic based on independent research project completed in an Economics culminating experience seminar (any 60-level course) or the honors courses (any 80-level course). This course is meant to provide assistance in completing an honors thesis in economics that goes well beyond just advice from a single advisor. Completing an honors thesis in a collaborative setting will involve tasks such as presenting your work at multiple stages, as well as contributing to your peers' success by providing constructive feedback.

Education

Engineering Sciences

ENGS 15.03 - The Ecosystem for Bio-Innovation

We are living through biology's century: global pandemics; $100 genomes; bio-reactor beef; plastic-eating engineered microbes…and we still have 80 years to go.

This course is built around the basic idea that biotechnology is changing the world, but will only reach its greatest potential—technologically, economically, ethically—if we learn to guide it as a complex ecosystem of inter-dependent actors. Biotech hubs thrive where there is a dense milieu of intellectual and financial capital from top universities, academic medical centers, entrepreneurs, and venture capital. This course aims to ensure that future leaders—physicians, scientists, journalists, lawyers, financiers, patients, legislators—understand the ways that scientific advances, innovation policy, and entrepreneurship feed one another.

Taught by a biotech venture capital investor, this is an inter-disciplinary course designed to empower students with the context and confidence to go deeper than news headlines that fail to see *both* the 'forest' *and* the 'trees'. The term will unfold in a cumulative manner. We begin with a diagnosis and overview of the Ecosystem for Bio-Innovation, and then go deeper into the institutions and players that cross-pollinate within this ecosystem, focusing on healthcare (e.g. mRNA vaccines, genetic disease treatments) while making note of biotechnology's far broader impact on our society and planet. Each week of the course will focus on one theme, while also introducing new intellectual frameworks, plus real-world cases to help concretize key concepts. We will bring material to life through a combination of lecture, Socratic learning, student projects, guest speakers, and in-class debates, always infusing our time together with a sense of the scientific,

economic, political, and ethical choices at stake. Final projects will allow students to critically apply coursework toward a cutting-edge area of biotechnology.

Distributive: Dist:TAS

ENGS 15.04 - Computing Before Electronics

In this course we explore the computational techniques by which mankind survived and thrived before the advent of the integrated circuit and the electronic calculator. From the commerce of early civilizations until the last third of the 20th century, there was a progression of mechanical calculating gadgets, some simple – some quite ingenious and complex. Among these we will study sliderules, planimeters, integrators, digital adding machines, nomographs, and other special charts and graphical techniques. We will also cover celestial navigation, which in its day was a particularly important application of calculation. Laboratory sessions will give students direct experience using antique and period calculating instruments, plus the opportunity to create their own calculating devices.

Distributive: Dist:TLA

ENGS 85.09 - Introduction to Computational Materials Science and Engineering

Computational modeling in materials science is a powerful tool that allows discovery of new materials and exploration of materials theory. This course introduces the use of computational modeling to understand and predict materials behavior, properties and processes. The course will introduce a series of common materials modeling approaches from molecular dynamics to Monte-Carlo simulations and Density Functional Theory. All methods will be illustrated using use cases from various fields of materials science (e.g.,Li-ion batteries, structural alloys, …). The students will learn to apply these methods hands-on on specific problems writing code and using open-source codes. A strong emphasis will be on the critical assessment of the limits of the models.

English and Creative Writing

ENGL 53.47 - African Diaspora Women Writers

This course will be organized around four themes prevalent in contemporary portrayals of Black women across the African diaspora. The themes, *Body, Voice, Memory*, and *Movement* provide a center from which discussions of agency, representation and counter-narrative can be situated within a larger discourse of canon formation. We will explore various parts of the United States and the Caribbean through analyses of literature and visual culture, paying particular attention to shifting dialogues of culture and identity. Among the central questions posed will be: What constitutes a feminist ideology in black women's literature? How are images of subjection and victimization re-appropriated by Black

women writers and image-makers and utilized for their own empowerment? What are the penalties inherent when a Black woman "comes to voice" in the arena of self-representation?

Distributive: Dist:LIT; WCult:CI

ENGL 53.48 - Poetry for the People

The central concern of this class is the historical relationship between the social lives of everyday people and U.S. American poetics, with a special emphasis on what June Jordan once termed the "difficult miracle of Black poetry in America." How does poetry help us to know one another? And how might we better understand the particular role of poetry, of *poesis*, for those historically barred from the very practice of reading or writing, from ownership (even of one's own body), and various generally recognized forms of belonging? For the purposes of this course, these will be some of our animating questions.

As a group, we will study the works of Audre Lorde, Toni Morrison, Tongo Eisen-Martin, Jericho Brown, and Claudia Rankine, among others. Largely toward the end of elaborating, in concert, a working theory of social poetics, a poetics of sociality, a new way for us to be together in a cultural moment marked by distance, as well as the disintegration of the public commons. In the midst of this ongoing catastrophe, this state of emergency and emergence, this course will seek to chart a way forward using the instruments left to us by luminaries both dead and living, a cloud of witnesses beckoning us toward a future with room enough for all of us to flourish.

Distributive: Dist:LIT; WCult:CI

ENGL 53.49 - Graphic Medicine

What does sickness look like? What do personal picture-stories of illness and recovery tell us that traditional medical narratives cannot? In this course, students will read graphic narratives depicting first-hand experiences of physical (dis)ability, mental illness, disease, and neurodivergence. Discussion and readings will explore autobiography, word-image theories and comics analysis, as well as competing conceptions of illness and recovery within and across primary texts. Other readings will include scholarship on the ethics of storytelling and patient-centered perspectives on medicine. Authors may include David B., Ellen Forney, Art Spiegelman, Cece Bell, Harvey Pekar, Frank Miller, and others.

Distributive: Dist:LIT; WCult:W

ENGL 54.17 - Psychoanalysis and Philosophy

This class will stage an encounter between psychoanalysis and philosophy, introducing students to both fields by placing them side by side. Drawing on the complementary expertises of the two-person teaching team, weekly readings will pair at least two texts, including one from each primary field, to illuminate similarities and differences between psychoanalytic theory on the one hand and philosophical concepts on the other, noting where appropriate the mutual influence of the two fields. Because psychoanalysis is also a clinical practice, this interdisciplinary encounter raises the question of the practical dimension of philosophical thought, and we will ask about philosophy's potential impact on lived experience, as well as whether the practice of psychoanalysis remains a valuable mode of treatment or an aid to everyday living. To help organize the broad questions at the intersections of psychoanalysis and philosophy, we will divide the class loosely into four thematic units, the unconscious, Oedipus, interpretation, and transference. Class will proceed mostly through guided discussion; assignments will include reading responses plus midterm and final papers, with opportunities for additional credit so that students might pursue their own interests within the course subject matters.

Distributive: Dist:TMV; WCult:W

ENGL 55.21 - Epidemics: Vortex of Fear and Wisdom

This course will focus on learning difficult lessons of experiential wisdom from global Infectious Disease Epidemics 1982-2020, including through on-the-ground experiences, literature, and documentaries. Students will reflect and write about insights that may apply to their own lives.

Epidemics are characterized by fear. Fighting epidemics requires the courage to act in the face of that vortex of uncertainty and fear, the empathy and compassion to understand and feel motivated to alleviate suffering, the imagination to figure out the possible paths of action, and the cognitive and emotional skills need to actually take action. The experiential wisdom it takes to act well in such fearful and uncertain circumstances is the *framework* of this course. The Smithsonian Museum Exhibition on Epidemics will be presented.

As the faculty of this course we believe that each generation should help transmit the experiential wisdom to the next generation to help fight the fear linked with all types of epidemics near and far, large and small.

Distributive: Dist:LIT

ENGL 55.22 - Socio/Poetics: Sociological Method and Literary Form

This course introduces students to a cultural history of the relationship between Sociology and Literature in America from the early twentieth century to the present. Taking inspiration from recent scholarly approaches to literary interpretation that draw on sociological methods for interpreting texts quantitatively, relationally, and descriptively, we will also examine the ways in which

sociology has long been occupied by phenomena often associated with literature: subjectivity, uncertainty, and linguistic form. Beginning with the institutionalization of sociology in the 1920s and 1930s, we will explore aesthetic texts alongside sociological works and other cultural documents. In doing so we will situate ourselves in a historical milieu and reconsider conventional literary categories and lineages such as documentary and docupoetry, the photo-essay, and New Journalism through the lens of their response to and use of sociological methods and tropes.

Distributive: Dist:LIT; WCult:W

ENGL 62.05 - The Horrors of Survival: American Literatures of Modernity

There is a significant period of modernization in US culture from about 1850-1920—a decade before the Civil War to the aftermath of World War I, encompassing Reconstruction, the Gilded Age, the devastating relocation of indigenous Americans, and the development of film and photography—which coincides with one of the most definitive and transformative passages in American self-identity, yet which is under-studied compared to the antebellum period (late 18th-early 19th century) and the period of "high modernism" (1920s-40s). Perhaps part of the reason is that what counts as modern*ity* in these years is not yet modern*ism*, but a process (always debatable) of "becoming-modern," as if half the time there is a lingering preoccupation with pre-Civil War modes of life and the other half looks forward to a period of explosive economic growth and cultural change. Notably, this transitional period is when philosophical and scientific theories of survival, evolution, and inheritance of various sorts became predominant, alongside experiences of renewed racial violence, horrific catastrophes, economic turbulence, and political (dis)enfranchisement. By the early twentieth century, the psychiatric language of "trauma" dominated the understanding of subjectivity and the language of survival accordingly expands to include various forms of lingering, shock, strangeness, and disturbance that would soon take their place as hallmarks of the aesthetics of modernism. Tracking these currents, this course investigates episodes of survival from the personal (war, sexual assault, grief), the institutional (Jim Crow, Social Darwinism), historical (survivals of the Civil War, slavery) and media-technological (photography and film), in search of a definition of US modernity as a mode of transitional experience.

Distributive: Dist:LIT; WCult:W

ENGL 63.29 - Self, Subject, Photography

Before the oft-reproduced social-media mechanism of the selfie, there existed (and still does) the artistic self-portrait. Utilized in the creative realm to create a representation of the artist as both subject and object, self-portraits can be whimsical, grim, tantalizing, performative, or combative.

In this course we will examine gendered constructions of self-portraiture as they exist in poetry, memoir, and photography. Specifically, our task will be to examine the registers of possibility present when women use their bodies and stories to claim authorial space. Our goal during the term will be to think through all of the mechanisms of the self that are deployed in the context of artistic practice. Students will produce their own photographic self-portraits and write an analytical paper on a contemporary writer or visual artist.

Distributive: Dist:ART; WCult:CI

ENGL 64.08 - Matters of Life and Death: A Theory Course

The universal right to live is one of the basic precepts of modern morality. But everyone knows that this sole declaration guarantees nothing, that too often this principle, and the idea that life is inherently valuable, has been made into an alibi behind which atrocities are committed, such as murderous colonial practices, racially motivated executions, human bondage, cultures of rape, and war profiteering. But hypocrisy or faithlessness aside, is it possible that we have never really understood what we mean when we speak of an entitlement to life, or even the *value* of life such? If life is valuable, and supremely significant, could it be because we think nonliving matter is *without* value? And yet, no living being is entirely independent of the nonliving—we are composed as much of nonliving matter as of thriving communities of microorganisms. Moreover, as subjects of law, institutions, and culture, we regularly invest ourselves in non-vital symbolic systems that will outlive us, like building a future for others or leaving a legacy behind. And just as often, these symbolic forms of life can be used *against* the living and decide the conditions of what *counts* as life. In this course, we will rigorously inquire about the hidden processes behind the "mattering" of lives (and deaths) in different contexts. Consulting works of philosophy and theory, as well as a few literary "cases," we will explore topics such as nihilism, the impact of capital on the "worth" of existence, the value of nonwhite lives, the death drive, suicide, the politics of grieving, and the pursuit of death as a way of life.

Distributive: Dist:TMV; WCult:W

ENGL 71.15 - Poetics of the Supernatural

"The instruments of darkness tell us truths," warns Shakespeare's *Macbeth*. While the sixteenth and seventeenth centuries took a complex view of the occult—witch-hunts spawned widescale bloodshed while alchemy paved the way for modern chemistry—this senior seminar examines how Renaissance writers used supernatural events to interrogate social structures of power and identity. Closely reading poetry and drama by Shakespeare and his contemporaries, we will ask how transformations, hauntings, and spells productively trouble categories of

gender, temporality, ecology, and the human. Working with early modern historical archives and literary experiments, from week to week we will be challenged to consider how imaginative fiction, perhaps even more than realism, captures the tension and possibility that define eras of radical cultural change.

Distributive: Dist:LIT; WCult:W

ENGL 72.14 - From Riches to Rags: Poverty in American Literature, 1861-1925

From accounts about the streets being paved with gold to tales that take characters from rags to riches, success stories form an important part of American literary and national identity. Some eras especially seem to embrace such narratives, such as the "Gilded Age" which owes its name to Mark Twain. Yet the term itself was tongue-in-cheek, and many of the works produced in that "age" are as -- if not more -- concerned with rags than riches. Taking material possessions – or their absence – as a lens through which to examine economic and cultural conditions, these texts don't work from as much as they work towards a definition of what poverty is and what it does – to individual people and whole classes (with gender and race as salient categories). In this class, we will read key literary works, especially in the genres of Realism and Naturalism, alongside theoretical texts to shed new light on the way in which American Literature portrays, critiques, embraces as well as reimagines the material and cultural conditions of Americans' lives and livelihoods.

Distributive: Dist:LIT; WCult:W

ENGL 75.03 - Beyond the Prison: Premodern Carceral Studies

What came before the prison, and what could come after? This course will serve as an introduction to some of the methods and concerns of contemporary Critical Prison Studies, as well as a deep dive into the historical rise of carceral institutions in England and the United States, as seen from the perspective of incarcerated writers, and as reimagined in literary texts. Famous examples such as the prison epistles of Oscar Wilde will be set alongside more recent rediscoveries, such as the manuscripts of Austin Reed. Readings from Angela Davis, Michel Foucault, and Nicole Fleetwood (among others) will frame our comparative inquiry; classics such as *Robinson Crusoe* will be cast in a different light. Recurring topics will include writings from confinement as genre; the importance of print culture inside and outside the prison; the relation between carceral institutions and literary genres such as the convict narrative, epistle, early realist novel, and lyric poem. Throughout we will pay particular attention to how literary writing has been a recurring means for thinking outside the confines of a given political discourse, while we also reconsider the links between confinement and imagination, rehabilitation and subjectivity, art and liberation, then and now.

Distributive: Dist:LIT; WCult:W

Environmental Studies Program

ENVS 40.01 - Community-Based Natural Resource Management I – Fisheries

In this component of the DSP we will explore the ecological, economic, and culture dimensions of fisheries along the New England coast. New England fisheries have some of the best known wild-caught species, including some that have sustained themselves (lobster), and others that have been greatly depleted (cod). We will take a community-based approach to the study of these systems, trying to understand how local folks are influenced by larger-scale forces as they attempt to use and manage their resources.

Distributive: Dist:SOC

ENVS 42.01 - Community-Based Natural Resource Management II – Forests, Forestry and Carbon

In this component of the DSP we will explore the ecological, economic, cultural and climate dimensions of forests. Forests are the dominant ecosystem type of northern New England and forestry and the forest products industry are also one of the most important economic sectors in this region. Increasingly, a vital dimension of forest management is forest land use change and its effect on atmospheric CO_2. We will investigate these issues through our interactions with people who live and work in the forest, our own field work on forest ecology, and research in the academic literature.

Distributive: Dist:TAS

ENVS 80.13 - Just Transitions in Agriculture: Theory and Practice

Since the adoption of the Paris Agreement, nations are taking bold action to respond to climate change. The idea of 'just transition' - that justice and equity are integral to a post fossil fuel-based economy - is proliferating amongst NGOs, think tanks, philanthropists, and businesses. This course examines just transitions in agriculture through case studies on regenerative design, socio-ecological justice, and business incentives for soil health. The course emphasizes a critical analysis of these alternatives and culminates in a collaborative research project investigating 'just transition' alternatives in one's local social ecological system.

Distributive: Dist:SOC

ENVS 80.14 - Environment, Media and Communication

This course will focus on developing students' skills in communicating messages about environmental issues. Students will give structured presentations throughout the term and produce a series of video blog entries, and receive

coaching on their presentation techniques in order to improve their public speaking voice. Students will also work on multimedia projects focused on an environmental issue they choose. Potential final products of these projects will include recorded interviews, podcast episodes, professional-style websites, and videographies.

ENVS 84.01 - Community-Based Natural Resource Management III – Farms, soils and social-ecological transitions

Agriculture is an arena in which a number of important social and biophysical transitions are being contested and negotiated. As with forests, agricultural management is increasingly focus on adapting to and mitigating climate change. In a manner similar to forests, farms are seen as an opportunity to sequester carbon, primarily in the soil. In addition to climate considerations, agriculture, particularly small-scale agriculture, is an arena in which new social arrangements among people and between people and their food, are being pioneered. In this course we will visit and learn and compare among a number of parallel models of agriculture including conventional agriculture, organic agriculture, climate smart agriculture and regenerative agriculture, among others. We will investigate through interactions with farmers, field work on farms and research in the literature, the comparative consequences of each of these models for soil health, and social and ecological resilience.

Distributive: Dist:SOC

Film and Media Studies

FILM 41.20 - Special Effects in Film History

"Special visual effects" has many meanings in cinema. When we use the term in the twenty-first century, we usually refer to computer-generated fantasy images of otherworldly creatures or impossible locales. However, the history of special visual effects begins with the basic technologies of photographically filmed moving pictures, and effects—whether matte shots using optical printers in post-production, rear- or front-projection process shots done live on-set, in-camera mattes and mirror shots, or "creature" effects controlled by wires, puppetry, robotics, or remotes—have served many purposes besides generating fantasy worlds. Beginning in the 1890s, the magician and filmmaker Georges Melies used editing, photographic processes, elaborate puppets, and ornate costumes and sets to take viewers up to the moon or down to the bottom of the sea. Only two decades later, however, processes similar to those utilized by Melies were primarily employed to film realistic-looking settings at a fraction of the cost of location shooting. Today, scholars of special visual effects try to answer historical as well as technical questions about what has motivated the incredible innovations of "FX," the forms they take, and the functions they perform for producers and viewers.

What determines these different uses of special effects? How have these processes and practices developed in the US film industry and among independent creators? And how do the standards of realism and plausibility—the standards by which special effects are traditionally judged—change depending on the era, the technologies being employed, and the culture in and for which films are made? This course will place us in the thick of such contemporary scholarly debates about special effects and their history. By viewing key examples of special effects cinema from the past century (primarily from US films) and reading what historians have argued about the significance of these films, students will learn to write and think in these terms and to develop their own educated stances on the topic—to participate as full partners in these scholarly debates. Students will also learn to consider such conditions as industrial history and cultural change as factors in the development of special effects as well as what these effects mean to their viewers.

Distributive: Dist:ART

FILM 42.19 - The Middle East in Film: Picturing the Past and Present

How may films serve as a starting point for revisiting the past and rethinking the present? In what ways may representations of the Middle East differ over time and across places? And why do the stories told by filmmakers in documentaries, historical dramas, and other cinematic productions matter? Movies depicting the Middle East routinely draw mass audiences and consequently shape popular perceptions of the region the world over. The very same films, however, are all too often understood by many people as mere entertainment. In this class, we will consider what movies, if treated critically, may teach us about Middle East history. Beginning with a brief introduction to film and media studies, we will contemplate where the Middle East fits into this field of inquiry. Once establishing how we will approach movies and the Middle East throughout the term, we will navigate a number of key themes together, from war, memory, and migration to (mis)information, revolution, and representation. Along the way, we will watch everything from indie films to big budget blockbusters. Regardless of the exact form these projects assume, all of the pictures we explore will generate debate and discussion around the past and present. Among the topics we will cover are the Israeli-Palestinian conflict, European colonialism, and America's legacy in the Arab world. To assist us on this journey across the Middle East and well beyond its boundaries, we will engage several primary sources, with motion pictures at the forefront. These thought-provoking items will empower us to partake in conversations that traverse languages, national borders, historical eras, and artistic genres, enabling us to view the Middle East in an entirely new way.

FILM 42.20 - The Berlin School

This course examines the contemporary German film movement known as the "Berlin School," a group of approximately a dozen filmmakers with more than 40 features to their credit. Dissecting the everyday reality of post-wall Germany, this counter-cinema draws on Italian Neo-Realism, the New German Cinema, and contemporary international independent film to advocate radical notions of realism and narrative conventions, challenging viewers to rethink political filmmaking in a national and transnational environment. Screenings will include films by key filmmakers associated with the Berlin School as well as by Luchino Visconti, Wim Wenders, Kelly Reichardt, Apichatpong Weerasethakul, and others.

Distributive: Dist:ART; WCult:W

FILM 42.21 - Afro/Black Paris in Film and Life

This course takes students on a journey, not to an actual place per se in France, but rather through a lived experience, known as "Afro/Black Paris." Paris, an historical site of freedom from racial enslavement, has long been a contested home and homeland for Africans and their descendants, that is, diverse people racialized as black whose presence in Paris results from colonization, exile, expatriation, and im/migration, including African Americans. The City of Light is arguably one of the most beautiful and exciting destinations in the world. However, all that glitters is not gold. Matters of race and anti-blackness co-exist with a variety of myths, narratives, and representations of Paris and France as color-blind and race-free. Through French film, students will explore these and related issues and thereby gain a broader understanding of pressing social questions, involving anti-racism, belonging, inequality, racism, and their intersections. This course follows a lecture-discussion format.

Distributive: Dist:INT or SOC; WCult:CI

FILM 42.22 - Moviegoing in America

This course serves as an introduction to the history of moviegoing in the United States. Students will learn about the earliest moviegoing spaces and trace the social, cultural, and technological dynamics of when and how the places of moviegoing changed over time. The course will introduce and extend discussions of various theories of spectatorship, including feminist theories and critical race theory, in order to better understand the experiences of peoples of color, immigrants, and women in this history. Students will learn how to apply these theories to the analysis of film and to their own archival and ethnographic research projects.

Distributive: Dist:ART; WCult:CI

FILM 44.04 - Sound: Practice and Theory

Through the analysis of soundtracks and the creation of soundtracks, this course will explore the history of film sound and the way theories of sound reproduction continue to influence the development of sound technology and the practical choices made by sound recorders, mixers and editors. We will look at early sound films, 70s breakthroughs (Altman, Murch), and the imaginary soundscapes of science fiction and horror films.

Distributive: Dist:ART; WCult:W

FILM 44.10 - Writing for Television

This workshop course introduces students to the art and craft of writing for television. We're living in the midst of the (second) Golden Age of Television. More and more Americans are turning away from the traditional movie theater experience and embracing long form, character driven, small screen stories. In the film world, directors are king, but in television, the writers reign. It is their vision that gets put on the screen. Throughout the course, each student will workshop and develop a thirty minute pilot script and Show Bible, as well as read and analyze contemporary pilot scripts to see what exactly makes a pilot

Distributive: Dist:ART

FILM 44.11 - Sounding Out Power and Dissent

How does authority reach the ear? What are the sonic features of speaking truth to power? Who shapes the ways we hear, and where might we learn to listen differently? This course sounds out displays of authority as well as how we can act against such structures by turning to representations of the auditory in both literature and cinema. As we consider questions of sound and its reproduction, we will work across geographical contexts to determine which concerns resonate widely and what role acoustics, or the specific properties of a space, might play. Readings will come from writers such as Valeria Luiselli, María Sonia Cristoff, Franz Kafka, Frantz Fanon, and Severo Sarduy, while films will range from *Fitzcarraldo* to *Sorry to Bother You*.

Distributive: Dist:INT

FILM 46.09 - Critical Approaches to Media Production

The course analyzes and discusses various production practices in U.S. media industries. Through readings, audiovisual materials, and guest speakers from a wide array of media positions, we will explore various phases of media production in film, television, live events, journalism, and more. In particular, we will focus on dynamics involving race, gender, and sexuality in the labor of media production, as well as in the media products themselves. Overall, the course considers the ways in which media production and representations simultaneously reflect and reinforce social stratification and inequalities. Students should emerge from this course with a strong understanding of hierarchies of labor in media production, a practical sense of everyday practices in a diverse array of media production fields, as well as a

firm understanding of the media's effects on and interaction with identity politics. This course is intended to provide a 360- degree (over)view of media production.

Distributive: Dist:ART

FILM 47.32 - Sounds of Totalitarianism and Resistance

This course is dedicated to exploring how twentieth-century music and culture became entangled in the political and social conditions of governments. We will read foundational scholarship in Fascist Studies, musicology, media and sound studies that takes into account the multifaceted nature and deeply rooted legacy of totalitarian states. Our goal is to understand how composers, performers, filmmakers and audiences have reckoned with authoritarian politics and to develop a nuanced understanding of politics' role in music and media, both historical and contemporary.

Distributive: Dist:ART; WCult:W

FILM 48.03 - Data and Bodies

In this course we will take a multi-modal approach to understanding relationships between "datafication" and human bodies. Today's "Datafication" is a process of transforming diverse processes, qualities, actions and phenomena into forms that are machine-readable by digital technologies, but the act of turning humans and human bodies into quanta of information has a long history. We will be using art, new media, history, information science, and more to think through the impact that datafication has on how we understand ourselves and others. Particular attention will be paid to the ways in which data has historically been used in racializing and gendering ways, and the role that quantification of people has been integral to the development of the Western nation-state.

Distributive: Dist:SOC

FILM 48.04 - Social Justice and Computing

This course draws on feminist and queer scholarship to examine the intricate relationship between datafication, ubiquitous computing, and social justice, highlighting the politics and impacts of data-driven processes and big data on human lives. One of the key highlights of WGSS engagements with computing history is the focus on the politics and impacts of data-driven processes and big data on human lives. The course will provide a brief introduction to histories of computing and data-driven practices within the Anglo-American tradition, including discussions of the roles that ethics and biopolitics play within these histories. We will explore ways that privacy/security, algorithmic processes, computational environmental impacts, and design have exploited the most vulnerable while increasing affordances for the most privileged. We will also spend significant time learning about new data/computational justice initiatives and develop a robust understanding of how social justice issues like prison abolition, climate change, and equitable health

outcomes are at the core of understanding computational cultures. No Computer Science or Data Science background is required, but the course will entail learning about some of the technical history within both fields. Similarly, there are no WGSS prerequisites for the cours but students will be responsibly for learning about anti-racist feminist and queer methods and insights.

Distributive: Dist:SOC

FILM 49.02 - Black Theatre & Storytelling Workshop in XR: Reimagining The Purple Flower (1928)

Recognizing the intrinsic value of Black lives and Black storytelling across media platforms, this course will explore the staging of Black theatre texts in virtual reality (VR) and related XR technology. Participants will explore VR technology at the intersection of Black cultural storytelling through the performance of monologues and scenes as well as design/tech, music and movement culminating into a pilot production of Marita Bonner's *The Purple Flower* (1928), a non-realistic, one-act play that pushes the boundaries of theatrical staging. No prior experience or pre-requisites required.

Distributive: Dist:ART; WCult:CI

French and Italian Languages and Literatures

FREN 10.22 - Du Tragique: le chagrin et la pitie dans la littérature française et francophone

This module of FR10 proposes a study of tragedy in French literature, from classical theatre and poetry to the modern novel and film that explores tragedy as a mode of representation for the following aesthetic, political, and philosophical dilemmas/questions: in what circumstances is suffering meaningful? Is the relationship to the past (where curses, warnings, and prophecies are uttered and ghosts lie waiting) always invariably tragic? Does the law (or the State) produce tragedy? In what ways are affects or states of dispossession such as mourning and rage at the heart of tragedy? What does the tragic teach us about the relationship between contingency and destiny, between our capacity as agents to act and the unforeseeable, unpredictable consequences of our actions, about our desire to experience sympathy or even solidarity with those who find themselves falling outside of the bounds of social and symbolic order?

Students in FR10 will hone rhetorical and interpretative competency over 2 short papers, 2 quizzes, lead discussions on texts in class, and continue to work on structuring and presenting arguments in the genre of literary analysis in the frame of a final paper for the course.

Readings include: Racine (Phe\u0300dre), Balzac (Adieu); Baudelaire (Les Fleurs du Mal; Spleen de Paris); Voltaire (Candide); Camus (L'Ho\u0302te); Sartre (Le Mur); Perec

(W, ou le souvenir d'enfance); Ladj Ly (Les Mise\u0301rables); Hannah Arendt; Etienne Balibar; Jean-Pierre Vernant and Pierre Vidal-Naquet; Nicole Loraux; Plato; Simon Critchley; Raymond Williams.

Distributive: Dist:LIT; WCult:W

FREN 20.03 - Long Live the Revolution

This course is a study of the French and Haitian Revolutions through cultural artefacts: films, novels, plays, history textbooks, public debates and even video games. Ever since Revolutions ricocheted from the Americas to Europe and back, artists and writers have crafted versions of their legacy in a variety of venues and media. We will begin the term with an overview of the French and Haitian Revolutions. This course, however, is not about the history of these Revolutions. Instead, we will examine how French and Haitian cultural artefacts craft different versions of their founding moment in an attempt to construct Republican identities. During the term, we will encounter Republican identities that are nationalist, egalitarian, communitarian and post-colonial. By comparing the quantity and type of representations between the Haitian and French Revolutions, we will also interrogate how cultural artefacts are constantly re-imagining the past.

Distributive: Dist:INT or LIT; WCult:W

FREN 50.07 - Baudelaire/Flaubert: Reading Modernity for Filth

It is by a fortuitous, if strange, twist of literary fortune that two publications from the winter of 1857—both of which would later come to be regarded as uncontested masterworks of high modernism in the French literary canon—saw their authors hauled before Second Empire courts and put on trial for obscenity: Gustave Flaubert's *Madame Bovary* and Charles Baudelaire's *Les Fleurs du mal*. This course will pursue a perhaps inadvertent insight made during the trials against these two core figures in French – and world – literature: namely, that the so-called crimes (of shocking moral corruption, of prurience and obscenity, etc.) of which Baudelaire and Flaubert were accused have much to do with the formal complexity and aporias that one finds in their works. What one finds there, in other words, is less "filthy" material per se than a stylistics that opens up space for dangerously unruly sociocritical readings; that brings into visibility and legibility desires and subjectivities typically confined in the nineteenth century to the *grisaille silencieuse* of "History's" margins; and that seeks to bring out into representation repressed historical and political traumas occasioned by the "shocks" of modernity (Benjamin). One finds, in other words, in Baudelaire's poetry and in Flaubert's novels a distinct literary politics; a critical use of literature against the abuses of the present order of things. A way of reading modernity *for* filth

Distributive: Dist:LIT; WCult:W

ITAL 35.03 - Migration, Ecology, and the Mediterranean

Why do people migrate? How does their migration impact the places they cross? How have migrations trajectories changed in the last 150 years? Why do people embark in a risky journey across the Mediterranean Sea? How do their destination countries react to their arrivals? How does migration chance Europe? These are some of the questions we will try to answer in this class. Using an interdisciplinary approach, we will look at what the impact of migration is on the environment and in the process of changing old ideas about what Europe is. Through an interdisciplinary approach using material that originates from both the humanities (film and literature literature) and the social sciences (mainly geography and sociology), we will explore the present and discuss the possible futures of migrations across the Mediterranean.

Distributive: Dist:INT; WCult:W

ITAL 37.10 - Mafias

What is "mafia"? Organized crime, global big business, shadow state, deeply entrenched mentalities, glamorized myth, all of the above? This course focusses on Italian mafias (primarily the Sicilian Cosa Nostra) and, to a lesser degree, other Italian and Italian-American mafias. We will examine the conditions in which mafias emerged; those that make it possible for mafias to continue to thrive today; the social "codes" of the mafias, such as honor, omertà, and vendetta; and the forms that mafias take in the collective cultural imagination, in particular as they have been translated and represented in fiction and film on both sides of the Atlantic. In the process, we will explore Italian history and contemporary society and discuss topics such as the uses and abuses of power and the attraction of outlaw cultures.

This course is not open to students who have received credit for ITAL 07.07.

Distributive: Dist:INT or SOC; WCult:W

Geography

GEOG 38 - The Postcolonial City

What is a postcolonial city? What does the term *post* imply in the postcolonial? Does it mean a celebration of the end of colonialism? This course invites students to critically examine the term *post* to interrogate mutations of colonial trajectories in the postcolonial present. Far from being a monolithic entity, the postcolonial city should be understood as a historically specific and locally situated outcome of global imperialism. How has the postcolonial city engaged the reproduction of colonial inequalities in and through the built environment? How can we conceptualize "space" not as an abstract and passive container, but as an active agent that has played a constitutive role in giving colonialism its form?

Distributive: Dist:SOC

GEOG 50.03 - GIS Programming and Databases

This course is an introduction to Python programming and database (SQL) programming and design for intermediate Geographic Information Systems (GIS) users. This course teaches students to design and write clearly structured programs in Python in the ArcGIS environment. Students will develop programs to manage geospatial data, perform geoprocessing analysis to solve spatial problems, and automate mapping and visualization tasks. This course emphasizes the challenges and uniqueness of spatial data organization from specific database models to national spatial data infrastructures. Students gain theoretical and practical experience in designing, implementing, and managing geo-relational and object-relational databases.

Distributive: Dist:TAS

GEOG 61.01 - Hydroclimatology

Interactions between energy and water shape the natural environment and society. This course
will examine the spatial and temporal dynamics of the hydrologic cycle, focusing on radiative
and turbulent fluxes, precipitation, evapotranspiration, vegetation, soil moisture, runoff, and
anthropogenic influences. Lectures will introduce key topics, followed by student-led
discussions of relevant journal articles, and a research project will allow students to apply the
concepts learned in class to a topic of interest.

Distributive: Dist:SCI

GEOG 66 - The Geopolitics of the Humanitarian-Development Nexus

In this course, students will critically examine the dramatic changes to the geopolitics of humanitarian intervention, development, and capacity-building since the end of the Cold War. The end of the Cold War saw the transformation of humanitarianism from a marginal position to the center of international policy and a rapid increase in militarized humanitarian interventions. The "new humanitarianism" led to a change from needs-based to rights-based humanitarian interventionism, transforming humanitarian action from short-term emergency aid to long-term involvement, assistance, and capacity building.

Distributive: Dist:SOC

German Studies

GERM 2.03 - Fast-Track German in Berlin

This course takes advantage of the city of Berlin as a full-immersion environment to combine the contents of German 2 and German 3 into one accelerated course.

Continued intensive work on the fundamentals of oral and written German and cultural knowledge through conversation, readings, grammar, composition exercises, and interactive projects. The course satisfies the college language requirement.

GERM 42.13 - Gender and Jewish-German Culture

In this class we will investigate different texts and representations of female experiences by Jewish authors from the Weimar Republic to the end of the 20th century. The intersection of gender with Jewish German culture became one of the most important topics in cultural and literary research during the last decades. We will read and discuss lyrical and political, essayistic and autobiographical texts written by authors under extremely different political and historical circumstances; and we also will discuss theoretical and methodological problems in the field of Jewish German history and culture. Taught in English translation. Students taking the class for major or minor credit in German Studies will have the option to enroll in an additional German-language discussion section.

Distributive: Dist:LIT; WCult:CI

GERM 42.14 - German-Jewish Exile Literature (in English)

The rise of fascism in Europe resulted in the displacement of countless Central-European Jews, who sought refuge in France, Switzerland, Sweden, Istanbul, Palestine, and above all in the United States. This course explores how German-Jewish writers, artists, and intellectuals responded to the condition of exile during the period of National Socialism and its aftermath. These writers constituted what Erika and Klaus Mann called "The Other Germany" by carrying forward the avant-garde possibilities of Weimar culture and offering political resistance to the Nazi regime from outside of Germany. Yet they were also confronted with the challenges of exile, including homelessness, alienation, and the struggle to form communities, along with painful questions about their own German identity and their relationship to the German language.

Examining works by Arendt, Mann, Brecht, Benjamin, Auerbach, Kracauer, Lasker-Schüler, Seghers, Sachs, Celan, Adorno, Werfel, Zinnemann, Lorre, and Schoenberg, the course will address key topics raised by the German-Jewish experience of exile, including nostalgia, loss, antisemitism, the corruption of the German language by National Socialism, bilingualism, the political significance of the refugee experience and resistance to fascism, the complex image of America in the works of German-Jewish refugees, and the religious meanings of exile.

Distributive: Dist:INT or LIT; WCult:CI

GERM 44.07 - Metropolis Berlin: Cultural and Political History in the Urban Landscape (in English)

This interdisciplinary class explores the German capital as a cultural and political center from the eighteenth century to the present day through historical and sociological readings, literary excerpts, films, conversations with Berliners, and excursions. Built around five core modules, the class provides a panorama of key moments in the city's history: City of Growth (tenement housing or Mietskasernen in the 1920s; the Bauhaus; contemporary architecture; migration); City of Intellectuals (Jewish salons and enlightenment culture in the eighteenth century; underground literature and music under conditions of GDR censorship; today's literary scene); City of Film (Weimar film; East German genre cinema); City of Ruptures (Fascism; the Berlin Wall; reunification); and City of Sustainability (a cultural history of water supply; public transportation; parks; and gentrification). Students will not only learn how to "read" Berlin's present-day characteristics in the context of modern Germany's cultural, political, and social history, they will also develop a refined understanding of the historically contested and emotionally charged nature of the city's urban landscape and analyze the conflicts that arise from the challenges of commemorating Germany's fraught past. The course will be taught in English by the German Studies Faculty Program Director. It will include the option to complete additional assignments in German during the x-hour for German major/minor credit. The Friday excursions will be open to all students on the FSP. Students enrolled in this course will serve as tour guides for their FSP peers.

Distributive: Dist:SOC; WCult:W

GERM 46.03 - 8 Short Books That Will Change Your Life

This course is for anyone who has ever been afraid of great literature, for anyone who has fallen in love with good books before, and for anyone who has used them to make a difference in someone's life. You will learn how to read, understand, and see the world differently. We will read short but revolutionary books from different centuries, different kinds of writers, and different media; they will be about loss and love and loyalty and law, parasites and the climate catastrophe. Some of them will be about you. You will develop interpretive skills and will learn how to think about what it means for something to be "poetic," whether it is a mountain range, a crime, a love interest, or a toilet. Can the books we read in this class really change your life? (What would that even mean?) Maybe; maybe not. But they're certainly going to try.

Beginning with novels of the eighteenth and nineteenth centuries, and continuing up to the present day, it will focus on topics such as love, politics and the importance of death. This course includes film adaptations.

Readings will include Goethe's *Werther*, Kleist's *Michael Kohlhaas*, Droste-Hülshoff's *The Jews' Beech*, Nietzsche's *The Birth of Tragedy*, Rilke's *The Notebooks of Malte Laurids Brigge*, Kafka's *The Trial*, Musil's *Törless*, Thomas Mann's *Death in Venice* and *Visitation* by Jenny Erpenbeck. Conducted in English. German majors can take this course for major credit if they do additional work in German.

Distributive: Dist:LIT; WCult:W

GERM 46.04 - Mobs, Crowds, and the People: Activism in Populist Times

It is no accident that we find ourselves today in the midst of populist unrest. Our course *Mobs, Crowds, and the People: Activism in Populist Times* explores the longstanding history of popular unrest and mobilization, fear of the people in literature, philosophy, theology and film from across three continents. Populism is central to current debates about politics and the future of democracy, from radical right organizations in Europe to left-wing parties and presidents in Southern Europe and Latin America to the Occupy Wall Street Movement, Bernie Sanders, Donald Trump and the "Capitol Riot" in the United States. But populism is also one of the most contested concepts in the humanities and political theory. Is populism an ideology or a revolutionary strategy? A style of politics? And, crucially, who are "the people" in populism?

Distributive: Dist:TMV; WCult:W

GERM 82.08 - Our Home/s – Creative Writing Seminar in the Age of Corona

We are used to being in different places that define different ways of living. Mobility, too, is a part of our existence. During the pandemic, our lives have mostly been reduced to only one place. What does this teach us about loneliness? What is a "home" today? And how do we conceive the concepts of longing and belonging? The goal of this course is to write a collective literary dramatic work that might create a new "public space". Our creative work will be framed by readings of Greek and contemporary plays. The course will also include an introduction to the basic elements of dramatic writing. Taught in German.

Distributive: Dist:ART; WCult:W

GERM 82.09 - The Hill We Climb – Down: Poetry and Short Fiction Nature Writing

As every experienced mountaineer is happy not to tell you: getting down will be the hard part. Tough on your knees, exhausting, dangerous. I grew up in a village close to the Alps, which provided me with multiple occasions to learn to hate them (alternatively: read them, see them, wonder) which seems a fair starting point for our adventurous climbs through the hilly landscape of German fiction and poetry. We will be dealing with trips to mountains and the

insights, visions and pitfalls they provide us with. Our guiding questions will be: is there any such thing as "nature writing" in German? If yes: how and why does it differ from the Anglo-American tradition? How is it possible to translate any-"thing" critterly (picking up a term used by Donna Haraway) into language? And which kind of language would we like to use – rather: need to invent – in order to do so?

The course will be taught partly in German, partly in English. It will contain creative writing exercises related to stones, heights, plants and animals (of the mountains). Together we shall reflect on concepts of translation between languages, between "reality" and language and within a language itself. I promise to provide some extra oxygen and the odd marsbar (for real heights).

Open to all classes.

Distributive: Dist:LIT; WCult:W

Government

GOVT 20.10 - Markets and Their Critics

The purpose of this course is to explore the nature and implications of the market primarily as a political, but also as a social, economic and even moral phenomenon. From being a marginal, controlled, and secondary social institution in most early societies, markets have risen to become a central mode of social coordination and economic production, distribution and exchange in modern ones throughout the Western and non-Western world. What is the best way of thinking about this transformation in the prominence of the market in human life? Why has it happened, whom has it benefited, whom has it harmed, what functions has it served, what new problems has it created, and what if anything are the limits on the social utility of markets?

Distributive: Dist:INT or SOC

GOVT 30.14 - Health Politics and Policy

Is health care a right? Why does the United States spend more than comparable countries on health care but experience worse outcomes, and also lack universal coverage? How might the health care system be reformed to increase access and quality, and reduce costs? We consider these fundamental questions and explore a range of key issues, including health equity, mental health care, overdiagnosis and overtreatment, drug regulation, state policies, comparative health care systems, and the COVID-19 pandemic.

Distributive: Dist:SOC

GOVT 30.15 - Identity, Liberalism, and Democracy

What would a just form of democracy look like in a pluralistic society that involves people with diverse identities and values? What policies and laws should the state adopt to counter-discrimination and social inequality, and how do they fit (or conflict) with ideals of liberalism? What are social identities, and how do they operate? How are social identities mobilized in different social movements, such as forms of fascism and populism? In this interdisciplinary course, we will examine these and other questions about social identity and its relation to ideals of liberalism, democracy, and justice.

Distributive: Dist:TMV

GOVT 31 - Campaigns and Elections

Do campaigns change election outcomes? When do they matter and when do they not? How should campaigns be conducted for optimal results on Election Day? This course will seek to answer these questions from both academic and practical perspectives. Particularly, it will investigate campaign strategies; issues, money and communications in political races; the behavior of voters; and possible election reforms. Students should leave this class with a deep understanding of political campaigns for elective office.

Distributive: Dist:SOC; WCult:W

GOVT 37 - Polling, Public Opinion, and Public Policy

The results of public opinion polls frequently dominate political news coverage and they often alter the behavior of politicians; moreover, political polls have started becoming news in their own right in recent years. In this course, we will explore the techniques that pollsters use to examine public attitudes and we will consider how that information can, and should, be used to formulate public policy. We will engage questions such as: To what degree can the public form meaningful preferences about complex political issues? What does a political opinion consist of, and how can it be measured? How can potential errors in polls be avoided? How does partisanship influence public opinion, and where do Americans stand on key policy issues? To what extent should politicians try to change public opinion rather than respond to it? How has the nature and role of public opinion shifted in an era of rapidly advancing polling technology and a changing media environment? In addition to examining the pertinent literature on topics such as these, we will conduct and analyze an actual public opinion survey as a class. Through a combination of theoretical and hands-on learning, students will leave the course with a firm understanding of these dynamics.

Distributive: Dist:SOC; WCult:W

GOVT 39 - Political Psychology

This class examines the psychological origins of citizens' political beliefs and actions. We analyze different aspects of human psychology, including personality, motivation, values, information processing and emotion. This course is for anyone who has ever wondered how people form their political opinions, why they vote the way they do, and

whether ordinary citizens are well suited to democracy. Readings will be drawn from the fields of political science and psychology.

Distributive: Dist:SOC

GOVT 48 - Redistribution, Inequality, and Diversity

This course examines the comparative politics of redistribution within Europe and North America. In the first half of the course, we will focus on understanding public attitudes towards redistribution and will explore cross-national variation in inequality and redistributive policy. In the second part of the course, we will grapple with the political sustainability of the welfare state. In particular, we will examine the degree to which racial and ethnic diversity poses a challenge to redistributive policy.

Distributive: Dist:INT or SOC; WCult:W

GOVT 60.23 - Law and Empire

How did law justify European imperialism? What did law look like in different imperial contexts? How do the histories of empire and imperialism help us understand the history of law? Looking across regions and contexts, from early modern Iberian empires, to early colonial North America, to Africa and Asia, this course examines the relationship between law, empire, expansion, and colonialism from the 17th to 21st centuries. With a few exceptions, our readings and discussions will follow chronological order, veering off course occasionally to look at issues comparatively. Throughout, we'll be working to uncover how imperial approaches to law changed over time and how laws and legal institutions with imperial origins have shaped expectations and experiences into the present.

Distributive: Dist:INT or SOC; WCult:NW

GOVT 83.27 - Public Policy and Politics

This course explores political factors that influence the development of public policies as well as possible attitudinal and behavioral policy feedback effects on the population after their implementation. Public opinion will be central to the course with students encouraged to analyze survey data and polls. In most years, the class will have a topical issue focus (e.g., health care, climate change, retirement, immigration) depending upon world events and trends. Although the topical issue focus might vary each term, students may not repeat this course for credit.

Distributive: WCult:W

GOVT 83.28 - Persuasion and the Policy Process

This class examines how people form policy preferences and the process by which those preferences do—or do not—get translated into public policies in the United States. The course will examine three aspects of this process: elite rhetorical strategy, the media routines that generate coverage of policy debates, and mass opinion. We will assess the way political elites, the media mass, and ordinary people interact to create policies that can be either intelligent or pathological.

Distributive: Dist:SOC

GOVT 84.40 - Democratic Erosion

A theoretical, empirical, and historical investigation into the symptoms, causes, and consequences of the erosion of democratic states and the rise of illiberal modes of governance.

Distributive: Dist:SOC; WCult:W

GOVT 85.44 - Soldier, Army, State, War

This seminar examines the relationship between soldiers and societies in the production of violence in war. Adopting a "war and society" perspective, the course offers a curated view of classic and recent research from political scientists and historians on key questions in the conduct and legacies of war around the world. Questions include: Why do soldiers fight, and why do they run? Why do some armies reach the commanding heights of military effectiveness, while others disintegrate under fire? Why do some militaries rebel against their political leaders? What are the effects of battlefield deaths on the home front? How do societies memorialize their war dead? And does the rise of new technologies like robotics and artificial intelligence affect the relationship between soldiers, armies, and the societies that create them? Equal weight is given to non-Western and Western cases, ranging from imperial China and the Comanche Empire to the United States, Soviet Union, and the Islamic State. Similarly, the course takes an expansive look at war across the centuries, drawing on conflicts as distant as the Peloponnesian War to modern conflicts in Iraq, Afghanistan, and Syria. Students will have the opportunity to explore these theoretical debates and will draw on primary documents, including soldiers' letters to the home front, in their assignments.

Distributive: Dist:INT or SOC

GOVT 86.42 - Work, Leisure, and a Good Life

In this course, we combine classic and contemporary readings to consider what kinds of work and what kinds of leisure lead to human happiness and well-being. All our readings, discussions, and essays are focused on helping students reflect on the optimal balance of work and leisure in their own lives. As a seminar at the intersection of philosophy, politics, and economics, this seminar is an ideal capstone course for all PPE modified Government majors.

Distributive: Dist:TMV; WCult:W

GOVT 86.43 - The Intellectual History of Racism: From Antiquity to America

When was the concept of race born? Why was it invented, and how did it change the way that we think about politics? This seminar explores the forgotten "ism" of intellectual history — racism. We will survey ideas of racial difference across history and look at how they have been used to justify inequalities of power. Readings will be a mix of primary source materials and scholarly research in classics, history, religion, and philosophy.

Distributive: Dist:TMV; WCult:CI

GOVT 86.44 - The American Public World

This course explores the role of physical spaces, objects, and landmarks in American public life. We will explore how these places come into existence, shape historical narratives, and reinforce attachment to or alienation from American civil society. Examples will include the Statue of Liberty, the Smithsonian museums and the National Mall, and Monument Avenue in Richmond, VA. This class will combine political theorists like Alexis de Tocqueville, Hannah Arendt, and Jurgen Habermas with modern and contemporary scholarship in history, architecture, and social science. We will devote a portion of class specifically to the question of monuments to the Confederacy and the Civil War and their role in catalyzing mass movements as well as negotiations over physical representations of political history.

Distributive: Dist:SOC

GOVT 86.45 - Race, Justice, and the Law

The last few years has seen increased calls for "racial justice" by a range of actors across the USA. How should we evaluate these calls? For example: what exactly is racial justice? What would it mean for our society to achieve more of it? And what methods for achieving it are (and are not) permissible in a pluralistic, democratic society? We will approach these and related questions by engaging with theories of racial justice, general theories of justice, and theories of race and racism. As part of our discussion, we will also engage with debates about more specific social/political issues tied to debates about racial justice, including such issues as mass incarceration, the foundations of criminal law, affirmative action, antidiscrimination law, propaganda, ideology critique, and political speech.

Distributive: Dist:TMV

History

HIST 9 - History Workshop: Histories of Inequalities

This class sequence explores the historical development, consequences, and attempts to redress various forms of inequality, particularly as related to race, ethnicity, gender, and/or sexuality. These classes examine diverse arrays of historical and scholarly voices to rethink existing historical narratives and explore the process of creating historical knowledge. These discussion-based classes emphasize active learning and engagement, student reflection, and the development of critical thinking, reading, and writing skills.

HIST 10.04 - Dartmouth Black Lives

This course equips students with research methods, critical frameworks, and interview skills to document the lives of Black alumni and contribute to an archive of oral sources on Black history at Dartmouth. Students will be immersed in the theory and practice of oral history, a field in which historians conduct collaborative interviews with narrators to create new records of past events.

Distributive: Dist:SOC; WCult:CI

HIST 16.02 - Plantations and Slavery in the Americas

The plantation evolved in the Americas as a place for European exploitation of colonial environments and enslaved laborers. It played a foundational role in shaping settler colonialism, racial slavery, and capitalism across the Americas and it has also framed debates around the legacies of slavery and colonial appropriation up to the present. This course explores the evolution of the plantation as an institution and an ideology of racialized exploitation, but also traces enslaved peoples' resistance to the plantation and their construction of rival geographies and institutions.

Distributive: Dist:SOC; WCult:W

HIST 44.02 - Arts of Power, from Augustus to the Sun King

This course explores the political systems and ideologies of the West through art, architecture, ceremony, patronage, and representation. Political systems and ideologies always find their form in visual and ceremonial representation as mechanisms of the legitimization of power. This course will follow the Western tradition, starting with the formation of the Roman Empire under Augustus Caesar and ending with the rise of Absolutism under Louis XIV and the building of the palace of Versailles. It will explore the development of political and religious institutions through the representation of their ideologies. The course will be structured according to the following units: Empire, Monarchy, The church and the papacy, the Italian Republics and City States, Reform, Absolutism and Divine Kingship.

Distributive: Dist:SOC; WCult:W

HIST 82.04 - Transnational Utopias: Latin American Anarchisms

This course focuses on how anarchism developed in Latin America and the Caribbean at the turn of the twentieth

century. It offers a brief historical and historiographical introduction to the idea of anarchism and its first adherents in the region. It also explores the materiality of anarchist transnational networks and the creation of working-class intellectual communities. The class ends by critically examining the legacies of anarchism in contemporary Latin America and the Caribbean.

Distributive: Dist:TMV; WCult:NW

HIST 90.10 - Liberalism and Its History: World War II to the Present

The 2016 election of Donald Trump, Brexit, and what appears to be a global turn to nationalism, have led to the publication of endless columns and myriad books proclaiming liberalism to be in a state of international crisis. Liberalism is not in its death throes, but what talk over a crisis of liberalism has initiated is a discussion about its historical origins, and how liberalism has evolved over time given new political contexts and challenges. The purpose of this course is to help you come to terms with today's political crisis by looking at challenges to liberalism—as an idea, sensibility and political program—from the Cold War until the present. Topics to be discussed include: Cold War Liberalism, Neoliberalism, the liberalism of John Rawls and his critics, Neoconservatism, Globalization, Liberalism and Religion, and the contemporary crisis of liberalism.

Distributive: Dist:SOC; WCult:W

HIST 90.11 - Law and Empire

How did law justify European imperialism? What did law look like in different imperial contexts? How do the histories of empire and imperialism help us understand the history of law? Looking across regions and contexts, from early modern Iberian empires, to early colonial North America, to Africa and Asia, this course examines the relationship between law, empire, expansion, and colonialism from the 17th to 21st centuries. With a few exceptions, our readings and discussions will follow chronological order, veering off course occasionally to look at issues comparatively. Throughout, we'll be working to uncover how imperial approaches to law changed over time and how laws and legal institutions with imperial origins have shaped expectations and experiences into the present.

Distributive: Dist:INT or SOC; WCult:NW

HIST 90.13 - Placing History: A Exploration of Local History through Archives, Fieldwork, & Digital Maps

This course will explore two related questions: how can spatial and place-based thinking benefit historical scholarship? More specifically, how can we combine fieldwork, archival research, and the use of digital tools to help us recover hidden aspects of local history? To answer these questions, this course will include three parts. First, a

seminar component will allow students to think global and act local. Students will analyze and discuss spatial history and place-based history projects from around the globe while also evaluating primary historical sources on local and regional history. Second, a fieldwork component will allow students to visit local archives and the places they are studying and examine the way history has alternatively been inscribed in or erased from the landscape. Third, a lab component will offer students the chance to learn new skills using Geographic Information Systems (GIS) software to map local history over space and time.

Distributive: Dist:SOC; WCult:NW

HIST 92.07 - Black Agrarian Democracy: Haitian History from Revolution to the Fall of the Duvalier Dictatorship

The course explores the historical struggle between democracy and authoritarianism in Haiti throughout its two hundred seventeen years of independence as a free black nation, which also makes the island one of the oldest sovereign countries in the Western Hemisphere. To understand the island's history, students are expected to read what historians and writers have written about Haiti; and to read the primary letters of frantic French planters, rebellious African slaves, egalitarian peasants, entrepreneurial market women, conscientious revolutionaries, exuberant military generals, loquacious politicians, feared dictators, and dreaded militias through time. The course will, indeed, move through four important, though overlapping, historical moments. First, we begin with an examination of the 1791-1804 Haitian Revolution when enslaved Africans revolted against the French colonial planters to successfully abolish slavery and to achieve national independence. Second, we read through the formation of grassroots and institutional democratic traditions in the nineteenth century and how they were undone during the 1915-1934 US Occupation of Haiti, where US President Woodrow Wilson ordered the American military to invade Haiti and control the island for almost two decades. Third, we will explore how the undoing of democracy led to the rise of the Francois and Jean-Claude Duvalier dictatorship (1957-1971) and its dreaded militia called the *tonton makout* militia (often spelled in the following French orthography: *tonton macoutes*). Finally, we will conclude the class by looking at how and why the Haitian peasantry overthrew the dictatorship to replace it with the democratically elected President Jean-Bertrand Aristide (1991).

Distributive: Dist:SOC; WCult:NW

HIST 96.04 - Ethnic Los Angeles

This course will focus on the history, culture and literature of Los Angeles, California, the second largest city in the United States. We will briefly examine its founding in the eighteenth century as a Northwest outpost of the Spanish empire in the Americas, and its origins and evolution as a

Mexican pueblo and U.S. city in the nineteenth century. The majority of our attention will be on the historical and contemporary struggles of people of color in metro-Los Angeles throughout the twentieth and into the twenty-first centuries.

Distributive: Dist:SOC; WCult:CI

HIST 96.37 - Topics in Economic History

This senior seminar addresses major debates and problems in economic history from a global perspective. The class is designed for students with previous course experience (within HIST, GEOG, GOV, ECON, or another program) in economic history, international political economy, and/or the history of capitalism. Writing a substantial research paper, based on primary sources and using historical methodology, is a core component.

Distributive: Dist:INT or SOC; WCult:W

HIST 96.38 - Crisis and Continuity in Twentieth-Century US Social Movements

This course invites students to study the history of twentieth-century social movements through close primary source analysis and historiographic debate. We'll identify the precipitating events or crises that cultivate particular social movements, but we'll also examine their quieter dimensions, including their aftermaths, "half-lives," and influence on subsequent movements. Coursework will immerse students in historiographic debates and extend those conversations through assignments in which students identify and present primary sources to the class. We'll continue our collective preparation for primary source analysis through visits to Rauner Archive and Special Collections. The course will culminate with a 20-25 page research paper on a social movement of your choosing.

Distributive: Dist:TMV; WCult:W

HIST 96.39 - Saints and Relics in the Middle Ages

This course surveys the critical role and importance of saints – and their remains (relics) – in medieval European history, from the rise of Christianity to the eve of the Reformation. The saints were the link between the human and the divine, and after their death they continued to play an active role in the affairs of the world. Their remains (relics) were powerful, valuable commodities that were revered, bought, and traded; for which the great cathedrals were built; and to which the faithful travelled for thousands of miles, on pilgrimage. Study of saints and their relics permits evaluation of faith, belief, narrative, ritual, art and aesthetics, materiality, gender, ideology, power, and politics throughout the Middle Ages.

Distributive: Dist:SOC; WCult:W

Humanities

HUM 3.06 - The Arab, the Jew, and the Construction of Modernity

This course uncovers a lost chapter in the history of modernity, engaging the Middle East in a global context both as object of representation and experimentation but also as incubator of new models of community, literary genres, and historical narratives. From Zionism to Baathism, the 20th century has witnessed the implementation of national projects that can be traced to revivalist movements in the 18th and 19th centuries in Europe and the Ottoman Empire, intellectual and poets writing in Paris, Vienna, Alexandria, and Beirut, imagining new national identities and literary canons. These essays, novels, manifestos, films, paintings, and poems had transformative effects on the Middle East, redrawing its political and cultural map, and redefining what it means to be a Jew or an Arab in the modern age. Examining this map requires a historical and literary inquiry based in comparative models of analysis and case studies.

Distributive: Dist:INT or LIT; WCult:NW

HUM 3.07 - Mobs, Crowds, and the People: Activism in Populist Times

It is no accident that we find ourselves today in the midst of populist unrest. Our course *Mobs, Crowds, and the People: Activism in Populist Times* explores the longstanding history of popular unrest and mobilization, fear of the people in literature, philosophy, theology and film from across three continents. Populism is central to current debates about politics and the future of democracy, from radical right organizations in Europe to left-wing parties and presidents in Southern Europe and Latin America to the Occupy Wall Street Movement, Bernie Sanders, Donald Trump and the "Capitol Riot" in the United States. But populism is also one of the most contested concepts in the humanities and political theory. Is populism an ideology or a revolutionary strategy? A style of politics? And, crucially, who are "the people" in populism?

Distributive: Dist:TMV; WCult:W

Institute for Writing and Rhetoric

Jewish Studies

JWST 5.01 - Homelands and Diasporas: Russian Jews on Three Continents

Drawing on a variety of disciplines, such as anthropology, history, sociology, political science, and cultural studies, and sources ranging from academic works to works of fiction and films, the course first explores the history and culture of Russian (pre-1917) and especially Soviet Jews (1917-1991)—a major and significant segment of the

world Jewry—prior to the massive immigration of the 1970s-1990s. The rest of the course involves a comparison of the experience of Russian-speaking Jews in the three major countries they have immigrated to—Israel, US, and Germany—as well as those remaining in Russia today.

Distributive: Dist:INT or SOC; WCult:CI

JWST 10.05 - Jewish Music: Traditional and Modern

This course draws on diverse musical genres, styles, and forms of expression associated with the label "Jewish music" in order to interrogate the very notion of "Jewish music." Examples range from traditional music associated with religious rituals to contemporary American popular songs, modern nationalist Hebrew songs, Franco-Oriental chansons, and klezmer festivals in Jewish-less spaces in Europe. Course material is accessible to students with no prior musical experience or ability to read music notation.

Distributive: WCult:CI

JWST 13 - Jews and Race

The question of Jewish difference has been foundational in the formation of both Christendom and Islam. Of course, the question of race, and the racialization of the Jews, is often thought to be modern phenomenon when Race Science became prominent in the nineteenth century. But lately scholars have begun to re-think the category of race in connection with modernity and to reconsider race as a construct that extends back at least into the Middle Ages.

This course will look at the long historical trajectory of Jews and race, beginning in the Middle Ages and focusing primarily on European modernity, America, including the complex alliance of Jews and Blacks from slavery to BLM, the role of race in the Israeli/Palestinian conflict and the rise of Islamophobia. The goal of this course is to better understand the nature of Jews as a *genos*/race/*ethos*/people as they are labeled by others as well as how they self-identify. Jews identified as a "race," and were identified as such by others, until the 1930s, after which *ethnos* served as a substitute. The question of "whiteness" loomed large for Jews in America; are Jews white, and if so, what are the implications of their "whiteness"? Finally, we will explore more recent iterations of this vexing issue in contemporary politics that includes "Jews of Color," Zionism, Israel/Palestine, conversion to Judaism, and progressive politics in America.

Distributive: Dist:INT or TMV; WCult:W

JWST 15.01 - Silence, Exile, and Cunning: Comparing Jewish and African Diasporic Literatures

The diasporic subject is by definition a dislocated subject. This dislocation manifests itself not only with respect to space, but also in relationship to history, language, political power, and above all in the psychological relationship that diasporic subjects maintain with themselves. This course will focus on two primary examples of diaspora in the late

nineteenth and twentieth centuries, Jews and Africans, to examine the multiplicity of relationships among language, literary structure, as well as gender and sexuality that inform the construction of diasporic literatures. Although this course cannot be comprehensive in its survey of either Jewish or African literatures, it will offer suggestive juxtapositions of the two to emphasize commonalities between their historical and political experience. It will also explore how the once exceptional condition of diaspora increasingly has become representative for more and more people in the world today.

Distributive: Dist:LIT; WCult:NW

JWST 18 - Monsters, Jews, and Monstrous Jews

Throughout Jewish history, the monster has been a recurring theme in folklore, mythology, and religious thought, starting with the temptation of Adam and Eve in the Garden of Eden. Meanwhile, from the Christian Middle Ages to the present day, globally, Jews themselves have been portrayed as monsters in a variety of anti-Jewish and anti-Semitic depictions. This course will consider a variety of modern narratives, dramas, and films written in Yiddish, German, Hebrew, and English—though all of them will be considered in English—to examine and understand how monsters represent the non-Jewish world to Jews, and how monsters represent Jews to and for the non-Jewish world.

Distributive: Dist:INT; WCult:W

JWST 24.02 - From Genesis to Seinfeld: Jewish Humor and its Roots

What is Jewish humor, what are its roots, and what can it begin to tell us about Jewish society, its values and its self-image? Using Freudian and other humor theory, we examine 2000 years of Hebrew comedy and satire, from the Bible to contemporary Israel, in such genres as short stories, jokes, and strip cartoons, and its relationship to American Jewish humor.

Distributive: Dist:LIT; WCult:W

JWST 40.06 - Jerusalem: A Cultural History

One of the main points of contention in the Israeli-Palestinian conflict is the status of Jerusalem. For more than 3,000 years, ever since Jerusalem first appeared on the stage of history as a Holy City and the City of the Kingdom, it has been enveloped in political and theological struggles, served as a locus for intense cultural interactions, and loomed large in collective imaginaries across the world.

Distributive: Dist:INT; WCult:NW

JWST 40.07 - Introduction to Middle East Politics

This is a gateway course to the political life of the Middle East. It will introduce students to the main political issues and dynamics of the region, including: - Conflict and civil wars, from the Arab-Israeli conflict to the Syrian collapse -

Security arrangements, especially in oil-rich countries - The political economy of (mal)development - Political ideologies and the conflict between liberalism, nationalism and Islamism - International politics and the American presence in the region - Rivalries and alliances among Middle Eastern powers, including Iran and Turkey - The return of authoritarianism and stalled democratic processes - Terrorism - Anti-colonialism We will cover the basic contours and intellectual debates around these issues, analyzing the main texts tracing their development. The aim of this course is not only to familiarize students with the basic political features of the Middle East but also to equip students with the tools necessary to pursue future academic and analytical work on the politics of the region.

Distributive: Dist:INT or SOC; WCult:NW

JWST 42.11 - The Arab, the Jew, and the Construction of Modernity

This course uncovers a lost chapter in the history of modernity, engaging the Middle East in a global context both as object of representation and experimentation but also as incubator of new models of community, literary genres, and historical narratives. From Zionism to Baathism, the 20th century has witnessed the implementation of national projects that can be traced to revivalist movements in the 18th and 19th centuries in Europe and the Ottoman Empire, intellectual and poets writing in Paris, Vienna, Alexandria, and Beirut, imagining new national identities and literary canons. These essays, novels, manifestos, films, paintings, and poems had transformative effects on the Middle East, redrawing its political and cultural map, and redefining what it means to be a Jew or an Arab in the modern age. Examining this map requires a historical and literary inquiry based in comparative models of analysis and case studies.

Distributive: Dist:INT or LIT; WCult:NW

JWST 44.01 - The Middle East in Film: Picturing the Past and Present

How may films serve as a starting point for revisiting the past and rethinking the present? In what ways may representations of the Middle East differ over time and across places? And why do the stories told by filmmakers in documentaries, historical dramas, and other cinematic productions matter? Movies depicting the Middle East routinely draw mass audiences and consequently shape popular perceptions of the region the world over. The very same films, however, are all too often understood by many people as mere entertainment. In this class, we will consider what movies, if treated critically, may teach us about Middle East history. Beginning with a brief introduction to film and media studies, we will contemplate where the Middle East fits into this field of inquiry. Once establishing how we will approach movies and the Middle East throughout the term, we will navigate a number of key themes together, from war, memory, and

migration to (mis)information, revolution, and representation. Along the way, we will watch everything from indie films to big budget blockbusters. Regardless of the exact form these projects assume, all of the pictures we explore will generate debate and discussion around the past and present. Among the topics we will cover are the Israeli-Palestinian conflict, European colonialism, and America's legacy in the Arab world. To assist us on this journey across the Middle East and well beyond its boundaries, we will engage several primary sources, with motion pictures at the forefront. These thought-provoking items will empower us to partake in conversations that traverse languages, national borders, historical eras, and artistic genres, enabling us to view the Middle East in an entirely new way.

JWST 53.01 - Gender and Jewish-German Culture

In this class we will investigate different texts and representations of female experiences by Jewish authors from the Weimar Republic to the end of the 20th century. The intersection of gender with Jewish German culture became one of the most important topics in cultural and literary research during the last decades. We will read and discuss lyrical and political, essayistic and autobiographical texts written by authors under extremely different political and historical circumstances; and we also will discuss theoretical and methodological problems in the field of Jewish German history and culture. Taught in English translation. Students taking the class for major or minor credit in German Studies will have the option to enroll in an additional German-language discussion section.

Distributive: Dist:LIT; WCult:CI

Latin American Latino and Caribbean Studies

LACS 22.11 - Fighting With Your Mother: What generational conflict in Latinx Literature can teach us

Without fail, Latinx coming of age narratives involve some kind of fight between the protagonist and their mother. These fights usually stem from generational differences in ideas about religious faith, education, sexuality, labor, and community. Through the tension between mother and protagonist we always learn something about how we as a society perceive threats to an imagined Latinx future. Whether these threats are real or not, they speak to the very different ways we imagined ideal Latinx futurity. This cultural studies course closely examines these fights, tensions, and disagreements in order to better understand Latinx futurity. We will think through these pivotal moments historically, politically, figuratively, and literally in terms of the movement of Latinx people throughout the United States as well as the ongoing role of Latinx cultural production in society.

Distributive: Dist:LIT; WCult:CI

LACS 24.70 - Solo Performance

This course will introduce and engage the history, texts, topics, theoretical guideposts, and landmark figures/performances central to the genre of solo performance. Working between critical examination and practice, participants will analyze the form and content of leading solo performers while also composing a series of short exercises that activate solo performance strategies and methods. The course will culminate in the creation of a participant's self-authored, short solo performance piece.

Distributive: Dist:ART

LACS 30.16 - Confine and Detain: Latinxs and the Carceral State

In this course we will trace how Black and brown people were confined as part of nation-building projects from the 17th century Spanish empire in continental United States, to the 21st century policing, incarceration, and detainment of Latinxs. We will read across various disciplines to examine abduction and captivity, forced and exploited labor, relocation and internment, and border security as carceral practices. We will also identify both historical continuations and ruptures between these practices and contemporary forms of confinement and detention. Through each unit, we will strive to understand confinement and detention not just as state policies or capitalist practices, but as *embodied* experiences that deconstruct and make meaning of the body and of space.

Distributive: Dist:SOC; WCult:NW

LACS 39 - Black Agrarian Democracy: Haitian History from Revolution to the Fall of the Duvalier Dictatorship

The course explores the historical struggle between democracy and authoritarianism in Haiti throughout its two hundred seventeen years of independence as a free black nation, which also makes the island one of the oldest sovereign countries in the Western Hemisphere. To understand the island's history, students are expected to read what historians and writers have written about Haiti; and to read the primary letters of frantic French planters, rebellious African slaves, egalitarian peasants, entrepreneurial market women, conscientious revolutionaries, exuberant military generals, loquacious politicians, feared dictators, and dreaded militias through time. The course will, indeed, move through four important, though overlapping, historical moments. First, we begin with an examination of the 1791-1804 Haitian Revolution when enslaved Africans revolted against the French colonial planters to successfully abolish slavery and to achieve national independence. Second, we read through the formation of grassroots and institutional democratic traditions in the nineteenth century and how they were undone during the 1915-1934 US Occupation of Haiti, where US President Woodrow Wilson ordered the American military to invade Haiti and control the island for almost two decades. Third, we will explore how the undoing of democracy led to the rise of the Francois and Jean-Claude Duvalier dictatorship (1957-1971) and its dreaded militia called the *tonton makout* militia (often spelled in the following French orthography: *tonton macoutes*). Finally, we will conclude the class by looking at how and why the Haitian peasantry overthrew the dictatorship to replace it with the democratically elected President Jean-Bertrand Aristide (1991).

Distributive: Dist:SOC; WCult:NW

LACS 50.07 - Latin America's Search for Democracy and Development

This course examines the political, economic, and social development of the five countries of the Andean region of South American (Venezuela, Colombia, Ecuador, Peru, Bolivia). It contrasts the current governance and economic policy approaches taken by the five countries as a means of analysing variables linked to the consolidation of democracy and sustained economics development.

Distributive: Dist:INT; WCult:NW

LACS 50.18 - Sounding Out Power and Dissent

How does authority reach the ear? What are the sonic features of speaking truth to power? Who shapes the ways we hear, and where might we learn to listen differently? This course sounds out displays of authority as well as how we can act against such structures by turning to representations of the auditory in both literature and cinema. As we consider questions of sound and its reproduction, we will work across geographical contexts to determine which concerns resonate widely and what role acoustics, or the specific properties of a space, might play. Readings will come from writers such as Valeria Luiselli, María Sonia Cristoff, Franz Kafka, Frantz Fanon, and Severo Sarduy, while films will range from *Fitzcarraldo* to *Sorry to Bother You*.

Distributive: Dist:INT

LACS 80.60 - Ethnic Los Angeles

This course will focus on the history, culture and literature of Los Angeles, California, the second largest city in the United States. We will briefly examine its founding in the eighteenth century as a Northwest outpost of the Spanish empire in the Americas, and its origins and evolution as a Mexican pueblo and U.S. city in the nineteenth century. The majority of our attention will be on the historical and contemporary struggles of people of color in metro-Los Angeles throughout the twentieth and into the twenty-first centuries.

Distributive: Dist:SOC; WCult:CI

Linguistics

LING 11.18 - History of the Arabic Language

In this course, we will survey the history of the Arabic language and the current linguistic situation across the Arabic speaking world. We will learn about the foundations of Arabic grammatical and philological tradition, and compare these with modern linguistic perspectives. We will also engage with the ideologies surrounding the multiple dialectal varieties, which serve as both liturgical and administrative languages, as well as languages of thought, conversation, and artistic expression.

Distributive: Dist:SOC

LING 50.06 - Computational Psych of Language

Computational approaches are becoming increasingly prevalent in cognitive science and psychology as they allow us to leverage advances in robust datasets and computing power to investigate aspects of human cognition and behavior such as language. This course seeks to address the processing of language in the mind and brain through computational modeling. The goal of this course is to provide a broad understanding of research utilizing computational psycholinguistics to investigate how the human mind acquires, stores, and accesses language. This course will also serve as an introduction to methodology utilized in this field and provide hands-on opportunities to produce research focusing on language processing.

Distributive: Dist:TAS

LING 80.08 - Nonconcatenative Morphology

The field of morphology investigates word structure: How are complex words built up from their component parts? Arguably the most common kind of morphology, affixation and compounding are *concatenative:* two or more separable morphemes are combined to create a complex word. This course focuses on the more challenging set of phenomena known as *nonconcatenative morphology:* those cases where a clean line cannot be drawn between morphemes. We will explore a range of data patterns included under this heading, including Semitic root-and-pattern morphology, grammatical tone, reduplication, ablaut, truncation, and consonant mutation. We will then evaluate formal approaches to nonconcatenative morphology, which pushes most theoretical frameworks of morphology to their limits.

Distributive: Dist:QDS

Mathematics

MATH 72.01 - Calculus on Manifolds

Manifolds provide mathematicians and other scientists with a way of grappling with the concept of "space" (from a global viewpoint). The space occupied by an object. The space that we inhabit. The space of solutions to a system of equations. Or, perhaps, the space of configurations of a mechanical system. While manifolds are central to the study of geometry and topology, they also provide an appropriate framework in which to explore aspects of mathematical physics, dynamics, control theory, medical imaging, and robotics, to name just a few. This course will demonstrate how ideas from calculus can be generalized to manifolds, providing a new perspective and toolkit with which to explore problems where "space" plays a fundamental role.

Distributive: Dist:QDS

MATH 72.02 - Lie Groups: An Introduction Via Matrix Groups

Created by Sophus Lie (1842-1899) with the intent of developing a "Galois theory" of differential equations, Lie groups are a mathematically rigorous realization of our intuitive notion of "continuous transformation groups" and play a fundamental role in the study of geometry and physics.

Formally, a Lie group is a group G equipped with the structure of a smooth manifold with respect to which the group operations (i.e., multiplication and inversion) are smooth. Our exploration of Lie groups will begin with the study of "matrix groups" (e.g., SO(n), SU(n), Sp(n) and SLn(R)). By focusing on this concrete class of examples, we will build our intuition and encounter many of the interesting themes that arise in the general theory of Lie groups.

Distributive: Dist:QDS

Middle Eastern Studies

MES 15.11 - The Middle East in Film: Picturing the Past and Present

How may films serve as a starting point for revisiting the past and rethinking the present? In what ways may representations of the Middle East differ over time and across places? And why do the stories told by filmmakers in documentaries, historical dramas, and other cinematic productions matter? Movies depicting the Middle East routinely draw mass audiences and consequently shape popular perceptions of the region the world over. The very same films, however, are all too often understood by many people as mere entertainment. In this class, we will consider what movies, if treated critically, may teach us about Middle East history. Beginning with a brief introduction to film and media studies, we will contemplate where the Middle East fits into this field of inquiry. Once establishing how we will approach movies and the Middle East throughout the term, we will navigate a number of key themes together, from war, memory, and migration to (mis)information, revolution, and representation. Along the way, we will watch everything

from indie films to big budget blockbusters. Regardless of the exact form these projects assume, all of the pictures we explore will generate debate and discussion around the past and present. Among the topics we will cover are the Israeli-Palestinian conflict, European colonialism, and America's legacy in the Arab world. To assist us on this journey across the Middle East and well beyond its boundaries, we will engage several primary sources, with motion pictures at the forefront. These thought-provoking items will empower us to partake in conversations that traverse languages, national borders, historical eras, and artistic genres, enabling us to view the Middle East in an entirely new way.

Distributive: Dist:ART; WCult:NW

MES 15.12 - History of the Arabic Language

In this course, we will survey the history of the Arabic language and the current linguistic situation across the Arabic speaking world. We will learn about the foundations of Arabic grammatical and philological tradition, and compare these with modern linguistic perspectives. We will also engage with the ideologies surrounding the multiple dialectal varieties, which serve as both liturgical and administrative languages, as well as languages of thought, conversation, and artistic expression.

Distributive: Dist:SOC

MES 16.24 - Jerusalem: A Cultural History

One of the main points of contention in the Israeli-Palestinian conflict is the status of Jerusalem. For more than 3,000 years, ever since Jerusalem first appeared on the stage of history as a Holy City and the City of the Kingdom, it has been enveloped in political and theological struggles, served as a locus for intense cultural interactions, and loomed large in collective imaginaries across the world.

MES 17.07 - Radical Islam: Jihadis, Salafīs, and Radical Reformists in the 20th and 21st Century

Many academics, including Muslim academics, assert that Jih\\u0101dism is "not religious" or "not really Islamic." Nonetheless, members of these movements see themselves sincerely as the vanguard of the "real" Islam. This course is about how violent reformists fit into the Islamic heritage, and, as importantly, how they fit into global sociological, religious, and political tendencies characteristic of the modern world. Are these movements' "Islamic;" are they "modern?" Why are they simply irrelevant to most Muslims?

Distributive: Dist:TMV; WCult:NW

MES 17.19 - The Arab, the Jew, and the Construction of Modernity

This course uncovers a lost chapter in the history of modernity, engaging the Middle East in a global context both as object of representation and experimentation but also as incubator of new models of community, literary genres, and historical narratives. From Zionism to Baathism, the 20th century has witnessed the implementation of national projects that can be traced to revivalist movements in the 18th and 19th centuries in Europe and the Ottoman Empire, intellectual and poets writing in Paris, Vienna, Alexandria, and Beirut, imagining new national identities and literary canons. These essays, novels, manifestos, films, paintings, and poems had transformative effects on the Middle East, redrawing its political and cultural map, and redefining what it means to be a Jew or an Arab in the modern age. Examining this map requires a historical and literary inquiry based in comparative models of analysis and case studies.

Distributive: Dist:INT or LIT; WCult:NW

MES 18.02 - Art on the Move: Renaissance Italy and the Islamic World

During the Renaissance, innovations in art and architecture constantly moved back and forth between Italy and the Islamic world. New design models, styles of ornamentation, and even building methods became part of a shared artistic and architectural language that crossed cultural and geographical boundaries in the Mediterranean. This introductory course will focus on exchanges between Italian centers such as Venice, Florence, and Pisa and the Mamluk Sultanate, the Safavid Empire, and the Ottoman Empire between the fall of Constantinople (1453) and the Battle of Lepanto (1571). We will consider a wide range of case studies, including: the role of the traveling painter and architect in foreign courts; the trade in luxury goods such as textiles and ceramics; common trends in villa and garden culture; and the re-appropriation of objects and monuments. How did such a rich history of cross-cultural contact emerge against a backdrop of military strife, political rivalry, and religious tension? To answer this question, we will explore contemporary theories of artistic mobility, hybridity, and influence. The course will include an excursion to the Isabella Stewart Gardner Museum in Boston, as well as visits to the Rauner Special Collections Library and the Hood Museum of Art.

Distributive: Dist:ART; WCult:W

MES 18.03 - Islamic Architecture

This course examines the architecture of Islamic cultures from the seventh-century rise of the Umayyad dynasty to the modern centers of Dubai and Doha. By studying the historical contexts within which Islamic architecture developed, we will consider major themes, chronological developments and regional variations in both religious and secular architecture. Additionally, by examining instances

of cross-cultural influence, we will explore pivotal interactions between Islamic and non-Islamic architectural traditions.

Distributive: Dist:ART; WCult:NW

Music

MUS 5 - Jazz: Black Creative Music and American Culture

The music known as 'jazz' has been one of the most revolutionary and influential artistic movements of the past century. *Jazz: Black Creative Music and American Culture* will provide a basic historical overview of the music, with major themes including the relationship between composition and improvisation; the reinvention of traditional roles of performer, composer, bandleader, and collective ensemble; and the music's connection to African-American history and the civil rights movement. Not open to students who have received credit for MUS 05.01 or MUS 05.02.

Distributive: Dist:ART

MUS 14.04 - Music, Healing, and Health Equity in Cross-Cultural Perspective

This course explores from different disciplinary and cultural perspectives how music affects the body and the brain, and how culturally-rooted music therapies have leveraged the power of community in the service of socially inclusive health equity as a cultural practice. Case studies address sound and music as a therapeutic agent among Indigenous peoples in North America and Siberia, Sufi healing rituals and sound yoga in India and Pakistan, the theory and practice of music therapy in China, sacred *bata* drums of Cuban Santeria, and new technologies of sound and music-based healing that work across class, race, and gender to provide access to health and wellness.

Distributive: Dist:ART; WCult:NW

MUS 18.02 - Hip-Hop in the United States

This course is an introduction to hip-hop music and culture, intended to offer interdisciplinary perspectives on what is one of the most popular genres in the United States. From its humble origins in New York to now, hip-hop and rap music have changed the sonic landscape of the US and the world. We will examine rap music and hip-hop culture as artistic and sociological phenomena with emphasis on historical, cultural, economic and political contexts. Discussions will include the coexistence of various hip-hop styles, their appropriation by the music industry, and controversies resulting from the exploitation of hip-hop music and culture as a commodity for national and global consumption.

Distributive: Dist:ART; WCult:CI

MUS 27.01 - Emerging Musical Theater

A musical tells a story with words and music. Beyond those basic parameters, any limitations around what a musical can and cannot be are up for debate. This multi-disciplinary class is open to composers, lyricists, songwriters, playwrights, directors, actors, singers, dancers, poets and musicians of any background. The objective is to investigate the form of the musical through the lens of sonic arts. In addition to looking at the past present and future of American musical theater we will engage a broad exploration musical storytelling, across many aesthetic sensibilities and time periods. The class requires weekly creative output in addition to reading and listening outside of class. Students must be willing to work across the boundaries of their own disciplines to generate lyrics, melodies and scenes. The class will establish a generous inter-disciplinary working environment which values creative risks, collaboration and inventiveness.

Distributive: Dist:ART

MUS 37 - Songwriting 2: Making the Album

This course will focus on the process of composing and recording a collection of original songs. We will look at the emergence of the "album" as relates to the evolution of recording technologies and the craft of songwriting while each student will hone in on their own compositional voice. Over the course of the term students will explore albums across multiple platforms, time periods and genres, while composing and recording their own collection of original songs. We will also study recording fundamentals including mic placement, tracking, editing, mixing, equalization, compression, reverb and delay. The final project of this course will be a three to five song EP created by each student as a solo project or collaboration. The course is open to music makers of all genres and aesthetic sensibilities.

Distributive: Dist:ART

MUS 38 - Noise: Exploring Liberation in Sound

Music, as the organization of sound, is a borderless practice that expands across boundaries of discipline, culture, aesthetic category and social hierarchy. How can we enter into a sonic practice with that cosmic lens? Our musical educations have given us well-lit lanes for music making, but the objective of this course is to run our musical thinking off the road. Through weekly creative provocations we will venture into the wilderness of our most urgent spiritual, political, philosophical and ontological concerns. Through an engagement with critical theory, listening, embodied vocal work, social and creative practice, this course will approach music making in opposition to discipline. We will examine the musical (and non-musical) systems in which we participate, and seek to devise a co-created liberatory space for our musical impulses. This course is open to music makers and thinkers

of all backgrounds and skill levels, regardless of musical training.

Distributive: Dist:ART

MUS 40.06 - Sounds of Totalitarianism and Resistance

This course is dedicated to exploring how twentieth-century music and culture became entangled in the political and social conditions of governments. We will read foundational scholarship in Fascist Studies, musicology, media and sound studies that takes into account the multifaceted nature and deeply rooted legacy of totalitarian states. Our goal is to understand how composers, performers, filmmakers and audiences have reckoned with authoritarian politics and to develop a nuanced understanding of politics' role in music and media, both historical and contemporary.

Distributive: Dist:ART; WCult:W

MUS 45.11 - The Power of Music

Why is music powerful and what are the sources of its powers? From the Pythagorean "music of the spheres" and Plato's inventory of the ethical attributes of musical scales and modes to Siberian shaman drumming, Sufi "trance music," and contemporary debates about the "weaponizing" of music, the powers attributed to music have inspired a broad range of philosophical speculation, scientific and pseudoscientific analysis, and critical writing. The aim of the course is to illuminate some of the ways in which music's powers have been explained and described in various times, places, and cultures as well as to develop a critical vocabulary for speaking and writing about music from an evidence-based perspective. In short weekly papers, students will critique musical works and musical performances (both live and recorded) as well as offer their own critical interpretations of selected texts about music. Each class member will develop a final project due at the end of the term that addresses a course-related topic of personal interest. Weekly listening/viewing assignments are drawn from a range of global musical sources. Not open to students who have received credit for MUS 07.06.

Distributive: Dist:ART; WCult:NW

MUS 45.12 - Advanced Studies in Jazz History: A Century of Jazz at Dartmouth

Advanced Studies in Jazz History offers students the opportunity for in-depth research into specific topics pertaining to Black Creative Music. This term we will be turning our gaze inward, exploring Dartmouth's own history with jazz and other forms of Black music over the past century. Through a combination of primary source research, interviews and oral history, and creative storytelling and writing, the goal of this course is to generate lasting, honest, insightful, and engaging

documentation of the complicated history of jazz at Dartmouth.

Distributive: Dist:ART

Native American Studies Program

NAS 30.22 - Placing History: A Exploration of Local History through Archives, Fieldwork, & Digital Maps

This course will explore two related questions: how can spatial and place-based thinking benefit historical scholarship? More specifically, how can we combine fieldwork, archival research, and the use of digital tools to help us recover hidden aspects of local history? To answer these questions, this course will include three parts. First, a seminar component will allow students to think global and act local. Students will analyze and discuss spatial history and place-based history projects from around the globe while also evaluating primary historical sources on local and regional history. Second, a fieldwork component will allow students to visit local archives and the places they are studying and examine the way history has alternatively been inscribed in or erased from the landscape. Third, a lab component will offer students the chance to learn new skills using Geographic Information Systems (GIS) software to map local history over space and time.

Distributive: Dist:SOC; WCult:NW

NAS 30.23 - Making Kin with Machines: Indigenous Technologies and Digital Media

This course draws from Indigenous perpectives to challenge contemporary Western understandings of advanced technology and offer Indigenous futurities and futurisms that connect past, present and future. The texts and digital media presented here blur boundaries between artificial/natural; online/offline, human/nonhuman or other-than-human; and sentient/inert.
The course title Making Kin with Machines engages "with" in two ways. The first is how we build connections and relations, or sever them, with nonhuman technologies such as smartphones, algorhythms, and AI. . . and how they connect, monitor, and affect us. The second is how we maintain, build, and/or disrupt human relations in the current pandemic through technology. This class will ask the following questions: what does it mean to be in-relation with human and nonhuman entities? How do genealogies and histories of connection and disruption shape not only what we do now, but the technologies we build and design in the future? Finally, this class asks us to consider what we mean by being a good relation - to what and to whom? - and what Indigenous conceptions of advanced technology and futures-thinking can offer.

Distributive: Dist:TAS; WCult:NW

Philosophy

PHIL 1.19 - Identity, Liberalism, and Democracy

What would a just form of democracy look like in a pluralistic society that involves people with diverse identities and values? What policies and laws should the state adopt to counter-discrimination and social inequality, and how do they fit (or conflict) with ideals of liberalism? What are social identities, and how do they operate? How are social identities mobilized in different social movements, such as forms of fascism and populism? In this interdisciplinary course, we will examine these and other questions about social identity and its relation to ideals of liberalism, democracy, and justice.

Distributive: Dist:TMV

PHIL 13.03 - The British Moralists

During the late Seventeenth and Eighteenth Centuries, Britain was the site of especially vigorous and fertile debates about some central issues in moral philosophy. This course explores those debates, including: the nature of moral judgment, the objectivity of moral principles, the dynamics of the moral sentiments, the motivational potential of moral responses, the freedom of the will, and the moral characteristics of the sexes.

Distributive: Dist:TMV; WCult:W

PHIL 16.03 - Hegel and Marx

This course concerns two towering figures of the nineteenth century, Hegel and Marx. Our goal is to explore their contrasting views of modern society, especially the modern market economy. We begin with Hegel's *Philosophy of Right*, an attempt to show that modern society promotes human freedom. We then turn to Marx's *Paris Manuscripts* and *Capital*, considering his case for the revolutionary overthrow of this society. Topics discussed along the way may include private property, individual rights, human nature, alienation, exploitation, civil society, democracy, false consciousness, and ideology critique.

Distributive: Dist:TMV

PHIL 38.03 - Race, Justice, and the Law

The last few years has seen increased calls for "racial justice" by a range of actors across the USA. How should we evaluate these calls? For example: what exactly is racial justice? What would it mean for our society to achieve more of it? And what methods for achieving it are (and are not) permissible in a pluralistic, democratic society? We will approach these and related questions by engaging with theories of racial justice, general theories of justice, and theories of race and racism. As part of our discussion, we will also engage with debates about more specific social/political issues tied to debates about racial justice, including such issues as mass incarceration, the foundations of criminal law, affirmative action, antidiscrimination law, propaganda, ideology critique, and political speech.

Distributive: Dist:TMV

PHIL 39.01 - Foucault

This course will focus on the work of Michel Foucault. Foucault's work, which combined historical and philosophical inquiry in innovative ways, helped shape many discussions across the humanities and social sciences in the second half of the twentieth century, and continues to be influential today. We will discuss Foucault's thinking about a range of topics, including ones such as genealogy, power, discourse, sexuality, biopolitics, truth, knowledge, subjectivity, social identity, agency, and philosophical methodology.

Distributive: Dist:TMV; WCult:W

PHIL 50.37 - Self-Consciousness

This seminar examines leading proposals for understanding self-consciousness, self-knowledge, and their significance in the philosophy of mind, philosophy of action, and theories of the self. We will address questions such as these: How are 'I'-thoughts properly conceived? Are they irreducible, or is there some way in which they can be explained in other terms? In what sense, if any, are you directly acquainted with your own states of mind? Is self-knowledge perceptual? Is it constitutive of one's status as a rational being? How should our answers to these and related questions affect how we conceive of the self and its capacities?

Distributive: Dist:TMV

Physics and Astronomy

PHYS 31.04 - Research Methods in 21st Century Astronomy

This course provides a structured introduction to some of the key methods used in 21st Century Astronomy Research. In this course students will gain hands-on experience using computational techniques for data analysis and modeling in python. Students will be introduced to all aspects of the research process, from reviewing the literature, to producing high quality plots, to presenting their research to their peers. Ethical questions related to conducting research in the US will be explored. Not open to students who have received credit for PHYS 31.02, PHYS 31.03.

Psychological and Brain Sciences

PSYC 51.13 - Psycholinguistics

The deceptively simple tasks of perceiving and producing language require the performance of complicated and often overlapping functions at high speeds. How can we study

the representations and processes that make language possible as they interact in the black box that is the human mind? The goal of this course is to provide a broad understanding of research focusing on how the human mind structures, stores and accesses linguistic information.

Distributive: Dist:SOC

PSYC 51.14 - Sustainable Choices: Understanding Human Cognition To Save The Planet

Every choice we make in our daily life has an impact on the environment we live in and on life on earth in general. While perceiving this impact is impossible in most cases, the enormous human population and globalization make the cumulative impact of every simple choice very profound. In this multi-disciplinary course, we explore how human activities affect life on earth in terms of climate change, biodiversity, deforestation, pollution, etc., in order to learn about the intricate link between our everyday choices and eco-sustainability, as well as how physical and biological laws limit or improve our ability to be sustainable. This course is focused on learning about the impact of our choices as it is focused on learning about heuristics/biases that humans exhibit when making those choices and how these heuristics/biases emerge in the brain. The course brings together ideas from Neuroscience, Psychology, Economics, Physics, and Biology among other fields to teach students about how and to what extent decisions we face in everyday life, directly or indirectly, influence life on earth, and how negative impacts can be mitigated by understanding the neural bases of human decision making.

Distributive: Dist:SOC

PSYC 54.08 - Leadership

This course will survey the theory and research of leadership from a social psychological perspective, with an eye toward the policy implications of various leadership strategies. Students are expected to do a substantial amount of reading and writing each week, actively participate in discussion during each class session, and complete a group research project. At the conclusion of the course, students should be able to communicate what good leadership is, what good leaders do, who makes a good leader and why, and how leadership impacts organizational success.

Distributive: Dist:SOC

PSYC 80.06 - Advanced Seminar on Brain Evolution

For the first 200 million years of mammalian evolution, most animals' brain sizes were highly predictable from their body size. In the past four million years, an evolutionary blink of the eye, primates rapidly evolved brains that are several times larger than previously would have been predicted for their body size. How did this occur? What are the effects of these substantial brain changes? What are the contents of human brains, and how

do they differ from the brains of other primates (and other mammals, and non-mammals)? Evolution acts on genes, not on organisms; what are the genetic factors that have been identified in recent primate brain growth? What relationships may obtain between anatomical and functional brain characteristics? What mechanisms are at play, including extrinsic factors and evolutionary "pressures"? What differential predictions do various theories make, and how are they tested? How would we know if a hypothesis is false; how do we know if they are falsifiable? The class will critically examine a set of related topics including brain structure, anthropology, evolution, genetics, development, cognition, race, intelligence.

PSYC 81.12 - Using Naturalistic Stimuli, Brain Imaging, and Big Data Methods to Understand Human Cognition

Natural human experience involves a continuous stream of incoming stimuli in a rich context of prior knowledge and expectations. Traditionally, experimental psychology attempts to reduce this complexity using controlled experiments that vary a single, experimental variable and hold other, control variables constant. Human cognition, however, develops to extract information and guide behavior based on uncontrolled, naturalistic stimuli in an ecologically rich environment. In this seminar we will examine a new approach to experimental cognitive research that uses uncontrolled, naturalistic stimuli and discovers structure and meaning in the brain activity and behavioral responses they evoke using advanced computational methods from machine learning and big data analysis. We will discuss the advantages of this new approach for studying complex and ecological cognition and the limitations of the current state-of-the-art. Throughout the course we will consider future directions and challenges for extending this approach into new domains of cognition, developing richer naturalistic stimulation paradigms, and developing more powerful methods for discovering the structure of information in real world events and environments.

PSYC 83.08 - Social And Neural Networks

Networks exert profound influences on our lives. We are each embedded within social networks that influence our emotional wellbeing, the information we can access, and even which diseases we might catch. Likewise, each of us has a complex network of neurons embedded within our head: our brain. The structures of these neural networks reflect our cognitive abilities, mental health, and how we form our social networks. Despite the superficial dissimilarities between these types of networks, we can use a common framework – graph theory – to describe and understand both social and neural networks. This course will explore social psychology and neuroscience through the lens of networks, providing students with novel perspectives on and powerful tools for analyzing these subjects. Students will come away with a firm grasp of

graph theory, social networks, brain networks, and artificial neural networks.

PSYC 86.05 - Future Directions in Psychological Science

Psychology and neuroscience are ever evolving. Textbooks, with their hundreds of pages, are continually edited, making way for new areas of research previously unstudied. What is on the horizon for these fields? In this culminating seminar, we will look at the ways these fields are breaking new ground in deepening our knowledge of the human mind, the research that foreshadowed those changes, and the role of interdisciplinarity. We will also discuss the implications of these new directions in terms of how we grapple with the deepest psychological questions – What does it mean to be human? How should we treat others? How do minds connect? And how should science, itself, change to become more robust, open and objective? Throughout the class, we will discuss the important and challenging ethical implications of these new frontiers.

Quantitative Social Sciences

QSS 30.15 - Neighborhoods and Health

Just as conditions within our homes have important implications for our health, conditions in the neighborhoods surrounding our homes also can have major health effects. Social, economic, and environmental features of neighborhoods have been linked with mortality, general health status, disability, birth outcomes, chronic conditions, obesity, depression, injuries, violence, health behaviors and more. In this course, we consider whether and how the characteristics of neighborhoods shape the physical and mental health of individuals, and how neighborhoods contribute to persistent health disparities. Special attention will be devoted to conceptual and methodological challenges to detecting the prevalence and magnitude of 'neighborhood effects' on health.

Distributive: Dist:SOC

QSS 30.16 - Cultural Analytics

This course is an introductory course and assumes no prior knowledge of literary studies, critical approaches, statistics, or data analysis. It provides an overview of emergent quantitative methods and theories used by humanists to study data in text and text as data. As we examine these objects, we'll ask questions about the differences, in terms of methodology and interpretive practices, between the social sciences and the humanities. In developing answers to these questions, we will explore recent quantitative methods alongside traditional methods of humanistic inquiry. The goal of the course is to enable students to evaluate data, methods, and interpretations produced from quantitative research in the humanities and to conduct their own research.

Distributive: Dist:QDS

QSS 30.17 - Unstalling the Stalled Revolution: Gender (In)equality at Work and at Home

The nature of work, family life, and gender relations has changed dramatically over the last half century. This course examines these trends, with a focus on implications for gender inequality in society. We will focus on patterns in paid labor force participation and family life in the United States, and discuss the major debates surrounding the causes and consequences of such trends. We will also pay attention to how these patterns look across different races, ethnic groups, and socioeconomic status, as well as briefly examine how these trends compare to other countries. We will conclude by exploring the implication of gender inequality for families, as well as work-family policy debates.

Distributive: Dist:SOC; WCult:W

QSS 30.18 - Quantitative Approaches to Peace and Justice

In this course, you will be introduced to the quantitative study of peace, violence, and justice. We will cover the theories, methods, findings, and shortcomings in cutting-edge analyses of conflict resolution, transitional justice, and reconciliation. Throughout the process, we'll discuss issues of measurement, causal inference, and research ethics. You will also learn and begin to employ foundational skills in data science, R, causal inference, and statistical analysis.

QSS 30.19 - Data and Bodies

In this course we will take a multi-modal approach to understanding relationships between "datafication" and human bodies. Today's "Datafication" is a process of transforming diverse processes, qualities, actions and phenomena into forms that are machine-readable by digital technologies, but the act of turning humans and human bodies into quanta of information has a long history. We will be using art, new media, history, information science, and more to think through the impact that datafication has on how we understand ourselves and others. Particular attention will be paid to the ways in which data has historically been used in racializing and gendering ways, and the role that quantification of people has been integral to the development of the Western nation-state.

Distributive: Dist:SOC

QSS 30.20 - Polling, Public Opinion, and Public Policy

The results of public opinion polls frequently dominate political news coverage and they often alter the behavior of politicians; moreover, political polls have started becoming news in their own right in recent years. In this course, we will explore the techniques that pollsters use to examine public attitudes and we will consider how that information can, and should, be used to formulate public policy. We will engage questions such as: To what degree can the

public form meaningful preferences about complex political issues? What does a political opinion consist of, and how can it be measured? How can potential errors in polls be avoided? How does partisanship influence public opinion, and where do Americans stand on key policy issues? To what extent should politicians try to change public opinion rather than respond to it? How has the nature and role of public opinion shifted in an era of rapidly advancing polling technology and a changing media environment? In addition to examining the pertinent literature on topics such as these, we will conduct and analyze an actual public opinion survey as a class. Through a combination of theoretical and hands-on learning, students will leave the course with a firm understanding of these dynamics.

Distributive: Dist:SOC; WCult:W

QSS 30.21 - Social Justice and Computing

This course draws on feminist and queer scholarship to examine the intricate relationship between datafication, ubiquitous computing, and social justice, highlighting the politics and impacts of data-driven processes and big data on human lives. One of the key highlights of WGSS engagements with computing history is the focus on the politics and impacts of data-driven processes and big data on human lives. The course will provide a brief introduction to histories of computing and data-driven practices within the Anglo-American tradition, including discussions of the roles that ethics and biopolitics play within these histories. We will explore ways that privacy/security, algorithmic processes, computational environmental impacts, and design have exploited the most vulnerable while increasing affordances for the most privileged. We will also spend significant time learning about new data/computational justice initiatives and develop a robust understanding of how social justice issues like prison abolition, climate change, and equitable health outcomes are at the core of understanding computational cultures. No Computer Science or Data Science background is required, but the course will entail learning about some of the technical history within both fields. Similarly, there are no WGSS prerequisites for the cours but students will be responsibly for learning about anti-racist feminist and queer methods and insights.

Distributive: Dist:SOC

Religion

REL 1.11 - Sisters, Sages, Seekers: Women and Religion

What might a Buddhist nun, a Jewish schoolgirl, and an Olympic swimmer have in common? This course explores how women around the world pursue self-transformation through religious and spiritual practices. Course materials include followers of Buddhist, Christian, Muslim, Jewish,

Hindu, and Native American religious traditions alongside those who might be called "spiritual but not religious." We will consider how and why people use gendered self-disciplining practices – from meditation to athletics – while seeking life purpose and belonging. Open to all.

Distributive: Dist:TMV

REL 2 - Topics in the Religions of Southeast Asia

Courses under this rubric will focus in some depth on a particular aspect of religion in Southeast Asia—for example, a particular religion, country, time period, body of literature, type of religion, or religious movement. The topic will change with each course, and students may take multiple courses under this rubric. The topic will change with each offering, and students may take the course more than once. Sample topics include: Religions of Southeast Asia, Islam in Southeast Asia, and Religion in Contemporary Vietnam. Open to all classes.

Distributive: Dist:INT or TMV

REL 2.01 - Religions of Southeast Asia

This introductory course surveys religion in Southeast Asian contexts. We begin by analyzing the terms "Religion" and "Southeast Asia" as products of global politics. Then, we examine contemporary case studies from seven Southeast Asian countries to explore how religions shape local communities and life experiences. Our course materials lead us to investigate how Spirit Religions, Buddhism, Daoism, Christianity, and Islam intersect and inform understandings of embodiment, health, power, nature, and death. Open to all.

Distributive: Dist:TMV; WCult:NW

REL 16 - Intermediate Courses in the Islamic Religious Traditions

Religion 16 courses are introductions. They assume no previous knowledge of either Islam or the Study of Religion. These are courses introducing the Islamic religious tradition from various perspectives.

Distributive: Dist:TMV; WCult:NW

REL 16.04 - Radical Islam: Jihadis, Salafīs, and Radical Reformists in the 20th and 21st Century

Many academics, including Muslim academics, assert that Jih\u0101dism is "not religious" or "not really Islamic." Nonetheless, members of these movements see themselves sincerely as the vanguard of the "real" Islam. This course is about how violent reformists fit into the Islamic heritage, and, as importantly, how they fit into global sociological, religious, and political tendencies characteristic of the modern world. Are these movements' "Islamic;" are they "modern?" Why are they simply irrelevant to most Muslims?

Distributive: Dist:TMV; WCult:NW

REL 19.36 - Putin's Sacred Reign

In 2020, a cathedral was built in Moscow that scandalized many Russians. For on its walls were mosaics of Joseph Stalin and Vladimir Putin, who were pictured receiving blessings from the Virgin Mary. Thirty years ago, it was unthinkable that Stalin, a man who murdered millions of Christians, would someday be depicted alongside the saints. How could the public memory of the twentieth century be reconstructed so dramatically, so quickly? In this interdisciplinary course, we shall learn that Russia is a country with an unpredictable past: one that is currently being exploited in order to sacralize the reign of Vladimir Putin.

Distributive: Dist:TMV

REL 28.06 - Medical Ethics and Islam

Religions and Religious authorities have long held control over the rights and rituals of the body from birth to death and in between. This course is about how Muslims have constructed medical ethics discourses, what are the major ethical problems that arise for Muslims seeking medical care, and how Muslims have managed religious and medical knowledge in healthcare decision making. Muslim Medical ethics is a story about gender, sexuality, race, religious authority, moral responsibility, God, colonialism, the state, capitalism, science and the practice of medicine. We will make critical study of all of these as we move from pre-modern to contemporary discourses and cover a variety of medical ethics issues in cases of reproductive health, abortion, organ transplantation, medical technology, end of life care, etc. We will also examine medical ethics theories/approaches and what might constitute *Islamic* theories/approaches for various Muslims.

Distributive: Dist:TMV; WCult:NW

REL 37 - Mountain Gods, Mummies and Messiahs: Religions of the Andes

This course provides an in-depth examination of the religious traditions of the central Andes (roughly modern Peru and Bolivia). The chronological scope of the course encompasses the past 3,000 years, with equal weight given to both ancient and modern Andean religions. Major themes to be studied include: ritual sacrifice, ritual sex, apocalyptic narratives, the veneration of mummified ancestors, Inca religion, the Spanish Inquisition in the Americas, Catholic anti-idolatry campaigns and colonial messianic movements.

Distributive: Dist:TMV; WCult:NW

REL 41.07 - Buddhism, Sexuality, & Gender in Southeast Asia

This intermediate-level course explores how Buddhist concepts of embodiment affect daily life and society in Southeast Asian contexts. We will also consider how cultural understandings of gender and sexuality influence local religious practices in the Buddhist-majority countries of Thailand, Vietnam, Cambodia, and Myanmar. Our materials will lead us to analyze how religion, sexuality, and gender intersect with one another, as well as how these intersections impact broader understandings of authority, wisdom, beauty, death, and loyalty.

Distributive: Dist:TMV; WCult:NW

Russian Language and Literature

RUSS 33 - Reading Russia Today: Avant-Gardes, Dystopias and Dreamers

This course focuses on Russophone literature, film, art and culture in the new millennium (from the early 2000s to the present day), incorporating a crucial discussion of the late Soviet period and the 1990s. Beginning with the collapse of the USSR, cultural life in Russia has been characterized by ceaseless change, but also the reemergence of old patterns, tendencies and problems. Much contemporary Russian literature and art is caught up in complicated negotiations with the Soviet past and its social, cultural and political institutions, while also looking ahead to an uncertain future. We will read novels, short stories, plays and poetry, watch films and discuss visual and performance art with a view to topics ranging from gender and sex, activism and violence, family and national identity, internet communication and other language problems.

Distributive: Dist:LIT; WCult:W

RUSS 38.14 - Other Christs: Introduction to Eastern Christianity

Every church preaches its own Jesus: this course is devoted to the 'other Christs' of the Eastern Christian traditions. Some celebrate the liturgy in the language of Jesus, others in the language of the pharaohs, and their communities are spread across Egypt, the Middle East, Russia, the Caucasus, India and beyond. This course explores the rich, multicultural history of Christian communities whose origins reach back to early Christianity, and the challenges they face today.

Distributive: Dist:TMV

RUSS 38.15 - Homelands and Diasporas: Russian Jews on Three Continents

Drawing on a variety of disciplines, such as anthropology, history, sociology, political science, and cultural studies, and sources ranging from academic works to works of fiction and films, the course first explores the history and culture of Russian (pre-1917) and especially Soviet Jews (1917-1991)—a major and significant segment of the world Jewry—prior to the massive immigration of the 1970s-1990s. The rest of the course involves a comparison of the experience of Russian-speaking Jews in the three

major countries they have immigrated to—Israel, US, and Germany—as well as those remaining in Russia today.

Distributive: Dist:INT or SOC; WCult:CI

RUSS 38.16 - Putin's Sacred Reign

In 2020, a cathedral was built in Moscow that scandalized many Russians. For on its walls were mosaics of Joseph Stalin and Vladimir Putin, who were pictured receiving blessings from the Virgin Mary. Thirty years ago, it was unthinkable that Stalin, a man who murdered millions of Christians, would someday be depicted alongside the saints. How could the public memory of the twentieth century be reconstructed so dramatically, so quickly? In this interdisciplinary course, we shall learn that Russia is a country with an unpredictable past: one that is currently being exploited in order to sacralize the reign of Vladimir Putin.

Distributive: Dist:TMV

RUSS 86 - Independent Reading and Research in Russian

Independent reading and research.

Sociology

SOCY 72 - Critical Community Sociology

This class will focus on interrogating the drivers of inequality in rural and small-town communities. To understand this, we critically examine several interconnected issues: culture, health, racial equity, education, environment, infrastructure, social services, economic justice, and geographic isolation.

Distributive: Dist:SOC; WCult:W

SOCY 73 - Economic Sociology: From Tax to Fraud

Just over a century ago, Austrian economist Joseph Schumpeter argued that human history, culture and politics cannot be properly understood without taking fiscal events—such as taxation and state budgeting—into account. War, the development of industry, and of capitalism itself all stemmed, he claimed, from the evolution of a "tax state." From this insight, a century of research has emerged, spanning a wide range of fiscal activities by states, as well as by private actors.

This course will review key themes of this subfield of sociology through four empirical topics: the world of high finance, including the social coordination and networks involved in the trading of securities and commodities; social organization and consequences of financial fraud in a variety of domains, including currency counterfeiting; social history of taxation, including social movements stemming from tax revolts; and system of offshore finance as a mechanism for reproducing inequality and elites.

Distributive: Dist:SOC

SOCY 74 - Professionals, Policy and Practice

Professionals, Policy & Practice examines how professionals have come to be among the most influential actors in contemporary organizations and the global political economy. Professionals have long been the focus of research in organization and management studies, but interest in them crosses disciplinary boundaries; thus, the course will include readings from sociology, accounting, legal studies, finance, and political science. We'll draw on their varied theories, methods and approaches to examine how and why professionals coordinate and compete, shaping norms, standards and practices within and among organizations.

Distributive: Dist:SOC

SOCY 79.12 - Neighborhoods and Health

Just as conditions within our homes have important implications for our health, conditions in the neighborhoods surrounding our homes also can have major health effects. Social, economic, and environmental features of neighborhoods have been linked with mortality, general health status, disability, birth outcomes, chronic conditions, obesity, depression, injuries, violence, health behaviors and more. In this course, we consider whether and how the characteristics of neighborhoods shape the physical and mental health of individuals, and how neighborhoods contribute to persistent health disparities. Special attention will be devoted to conceptual and methodological challenges to detecting the prevalence and magnitude of 'neighborhood effects' on health.

Spanish and Portuguese Languages and Literatures

PORT 62.03 - The Poetry of Brazilian Popular Music - MPB

This course will focus on the various lyrical trends of the Brazilian songbook from its first manifestations as Brazilian Popular Music. Folk music and regional songs will not be a part of this course, appearing only as support for a better understanding of certain trends and influences. The objective of the course is to follow the lyrical expressions in Brazilian songs throughout the century to see how they have translated the soul of its people. Brazilian popular music, perhaps more than any other artistic expression, reveals the intricacies of a national identity that is continuously built in Brazil.

In addition to historical and cultural information, which can be found in the bibliography, we will examine some of the several themes present in Brazilian song, which, for purposes of organization we call "thematic clusters", namely, 1. Visions of Brazil; 2. The Indian; 3. The Black; 4 The "Malandro"; 5. The Protests; 6. The self-references (songs and songwriters); 7. Women and men. Students will not only have the opportunity to listen to songs; footage

from original performances will also be utilized throughout the course.

Distributive: Dist:ART; WCult:NW

SPAN 40.12 - 'Cosas de ninos:' Representations of Children in Modern Spanish Culture

Children have always been a constant in literary and visual representations of all times, from the picaresque novel to court paintings where infants occupy a central role. However, it is in the 18th century, with the formation of the modern state, that infancy begins to be approached as an autonomous category and as a cultural concern. Since then, it has been widely studied by different disciplines, from philosophy to sociology, medicine, psychology and the arts. Along with readings by Freud and Rousseau that will help us shape the modern concept of infancy, this course will explore the representation of children in modern Spanish literature and culture as a way to address a number of controversial issues that are brought to our attention by way of the children's universe: war and revolution; the failures of the education system; nature vs. nurture; the crisis of traditional political institutions; the shortcomings of medicine, the challenges of modernity, the emergence of a popular consciousness; or the role of women.

Distributive: Dist:LIT; WCult:W

SPAN 45.05 - The Stolen Children of Argentina and Spain

In this seminar we will analyze compare and contrast how Argentina and Spain work preserving and dealing with the horrors of the past. We will study theories of memory and trauma and how novels, films, and performances convey the experience of violence, stolen identity, and the search of parents for their lost children and the children's search for their lost parents. Which languages and which images are used in Spain to reveal publically the crimes that had been hidden for so long? Which similarities and differences can be found in the transatlantic comparison to Argentina?

Distributive: Dist:ART; WCult:CI

SPAN 63.10 - Family Matters: Pedro Almodovar, Gender Reversals, and New Communities

Pedro Almodóvar Caballero, Spain's most internationally acclaimed and prize-winning filmmaker will be studied in this course for offering a rich counter-cultural filmography that is in deep dialogue with notions of freedom, creativity, contestation, and justice. Almodóvar's filmmaking, both in aesthetic and cultural terms, addresses issues which will appeal to students interested in understanding how culture, politics, and aesthetics get entangled in ways that "queer" gender identity, family structures, notions of community and the societal expectations and limitations surrounding them. The course will also compare his work with other

contemporary filmmakers that have reconfigured in their films the boundaries of "family."

Distributive: Dist:ART; WCult:CI

SPAN 63.11 - Blood Cinema. Spanish Movies from 1926 to 2019

In this course, we will watch and discuss some canonical Spanish movies that deal with the literal and metaphorical topic of blood. In fact, blood will work in this class as a constelation of intertwined themes: war, sacrifice, redeption, punishment, revange, family bonds, vitalist excess, (destructive) passion, sexual desire, Catholic rituals, birth, martyrhood, biopolitics and national identity. Through the lens of the symbol of blood, we will tackle some of the most important political events and cultural problems that have conditioned modern Spanish history. We will also analyse the aesthetic keys and genre characteristics of this heterogenous geneology of films. One important and constant paradox students will confront in these movies is the vacillation between experimental, inovative and looking-forward formal strategies, and regressive subject matters and primitive taboos. Brief essays and excerpts from books will be weekly assigned in order to help student properly contextualize the audivisual works listed in this syllabus, as well as their directors and historical significance.

Distributive: Dist:ART; WCult:W

SPAN 63.12 - Got Las Meninas? Spanish Visual Culture and Baroque Imaginaries

Created in 1656 by the Spanish painter Diego Velázquez, 'Las meninas' is one of the greatest European paintings of all times, and by far one of the most analyzed, theorized, and adapted works of art in Modern history. Like many Spanish Baroque artifacts, 'Las Meninas' resembles a puzzle that calls for more than one strategy to assemble its pieces together. In this course students will approach El Prado Museum's most visited work using various strategies vis-à-vis literary classics from Baroque Spain and 20th/21st century scholarship on the Empire and Power, Domesticity, Gender and Sexuality, Court Life, Material Culture and Baroque art. We will also study textual and visual adaptations that rework some of Velázquez's obsessions. Our goal is to study political, cultural and practical contexts that shed light onto Velázquez's time and our own ways of interpreting it.

Distributive: Dist:ART; WCult:W

SPAN 65.15 - Cameras and Crisis

How do we capture a crisis, and how do we respond to one? In such critical circumstances, what stories can cameras share? This course considers some of the visual and audiovisual responses that have emerged in the face of crises from across 21st century Latin America. By carefully analyzing films and photographs, we will

examine how artists interpret and even intervene in crises involving migration, the environment, political violence, gender rights, racism, and Indigeneity. As we contemplate narratives ranging from border crossings to the echoes of dictatorships to struggles against exploitative mining practices, we will pay special attention to production histories and always ask the following question: if a crisis demands a decision, how should we understand the creative choices made by filmmakers and photographers? Combining textual analysis with the study of artistic processes will also allow us to reflect on how images can simultaneously explore local crises and inspire transnational solidarity.

Distributive: Dist:ART; WCult:NW

SPAN 75.01 - Writing the Short Story

By asking students to both read and write short stories in Spanish, this course explores how narrating can yield new forms of knowledge about the world around us. As we approach creative work as a way to begin understanding the experiences of others, we will observe a productive constraint: to never write about ourselves. Instead, students will construct characters and find voices through literature as well as through art, ethnography, current events, and even the campus and surrounding areas. Each week, careful analysis of texts by authors such as Silvina Ocampo, Valeria Luiselli, and Liliana Colanzi will highlight the reciprocity between reading and writing, while creative "labs" will cultivate story ideas. Practicing techniques such as listening and interviewing will help students generate material, and during in-class workshops they will receive feedback on drafts of their short stories. The course welcomes students with a range of writing skills, and no previous creative writing experience is required.

Distributive: Dist:ART; WCult:NW

SPAN 77.05 - Advanced Writing with Federico García Lorca

This is a writing course, so expressing your ideas and thoughts in coherent and well-thought-out papers and essays is as important as discussing the topic of Lorca's Theater. You will need to support your writing with evidence taken from the plays, the films, and the critical essays. You will be writing short and long responses and will make oral presentations. Peer review is an essential component of this course.

The purpose of this course is to engage in meaningful conversations with Lorca's main topics in his theatrical plays. This is the first step to explore theatrical strategies and aesthetics techniques used by Lorca to convey meaning. We need to go beyond the simple description of a play's plot in order to to focus on what the texts are telling us about the author's literary universe and his contemporary society. We want to discover Lorca's mythical universe and his critical take on Spain's most

traditional society. In this course, reading and expressing your ideas in writing are equality as important.

Distributive: Dist:LIT; WCult:W

SPAN 80.22 - The Boom Novels of Spanish America

This course examines Spanish America's explosive entrance onto the transnational literary scene in the 1960s during the Cold War. The novelists most typically associated with this "Boom" in Spanish American literature include Gabriel García Márquez, Julio Cortázar, Mario Vargas Llosa, Carlos Fuentes, and Alejo Carpentier. We will explore the political, economic, and aesthetic phenomena that produced the Boom. We will also study the effects of this Boom on both the development of the novel as a genre and on the global dissemination of the idea of Spanish America as a single cultural and ideological entity.

Distributive: Dist:LIT; WCult:NW

SPAN 80.23 - Bullets and Letters: Basque Terrorism and the Arts

This course will focus on Basque culture produced in response to ETA terrorism. We will study the ideology that governs nationalist discourses, understand the relation between identity and violence, gender and power, and find in the arts (literature, film, painting, photography, and sculpture) a reason to make the humanities one of the legs upon which peace and reconciliation rest. Documents include interviews and writings by former ETA militants and understanding the final dissolution of the organization in 2018.

Globalization has caused an important paradigmatic shift in how "small" cultures are studied and addressed. Small in number but not in significance in current European discussions on democracy and terrorism, the Basque context is proof that the postnationalist turn that tends to govern how we think about ourselves in an ever more interconnected world actually clashes with how we experience our lives on the smaller scale of the everyday. The persistence of ETA terrorism (1959-2009), its death toll of nearly 1000 lives, and a very special turn to reconciliation and memory by many political and cultural actors makes this a timely course give how cultural productions and their textual strategies are contributing in new and exciting ways to processes geared towards peace and reconciliation.

Special emphasis will be placed on the Nanclares de Oca Prison Project and its reconciliation process and interviews by former ETA militants and victims of terrorism. Students will have the opportunity of meeting peace makers, the lead mediator, and possibly speak with victims of ETA violence firsthand at the "Unspeakable Truths" conference that will be held in Spring 2022.

Distributive: Dist:LIT; WCult:W

Studio Art

The John Sloan Dickey Center For International Understanding

INTS 17.15 - Migration, Ecology, and the Mediterranean

Why do people migrate? How does their migration impact the places they cross? How have migrations trajectories changed in the last 150 years? Why do people embark in a risky journey across the Mediterranean Sea? How do their destination countries react to their arrivals? How does migration chance Europe? These are some of the questions we will try to answer in this class. Using an interdisciplinary approach, we will look at what the impact of migration is on the environment and in the process of changing old ideas about what Europe is. Through an interdisciplinary approach using material that originates from both the humanities (film and literature literature) and the social sciences (mainly geography and sociology), we will explore the present and discuss the possible futures of migrations across the Mediterranean.

Distributive: Dist:INT; WCult:W

The Nelson A Rockefeller Center for Public Policy

PBPL 83.01 - Persuasion and the Policy Process

This class examines how people form policy preferences and the process by which those preferences do—or do not—get translated into public policies in the United States. The course will examine three aspects of this process: elite rhetorical strategy, the media routines that generate coverage of policy debates, and mass opinion. We will assess the way political elites, the media mass, and ordinary people interact to create policies that can be either intelligent or pathological.

Distributive: Dist:SOC

PBPL 83.02 - Public Policy and Politics

This course explores political factors that influence the development of public policies as well as possible attitudinal and behavioral policy feedback effects on the population after their implementation. Public opinion will be central to the course with students encouraged to analyze survey data and polls. In most years, the class will have a topical issue focus (e.g., health care, climate change, retirement, immigration) depending upon world events and trends. Although the topical issue focus might vary each term, students may not repeat this course for credit.

Distributive: WCult:W

Theater

THEA 10.28 - Emerging Musical Theater

A musical tells a story with words and music. Beyond those basic parameters, any limitations around what a musical can and cannot be are up for debate. This multi-disciplinary class is open to composers, lyricists, songwriters, playwrights, directors, actors, singers, dancers, poets and musicians of any background. The objective is to investigate the form of the musical through the lens of sonic arts. In addition to looking at the past present and future of American musical theater we will engage a broad exploration musical storytelling, across many aesthetic sensibilities and time periods. The class requires weekly creative output in addition to reading and listening outside of class. Students must be willing to work across the boundaries of their own disciplines to generate lyrics, melodies and scenes. The class will establish a generous inter-disciplinary working environment which values creative risks, collaboration and inventiveness.

Distributive: Dist:ART

THEA 10.51 - Black Theatre & Storytelling Workshop in XR: Reimagining The Purple Flower (1928)

Recognizing the intrinsic value of Black lives and Black storytelling across media platforms, this course will explore the staging of Black theatre texts in virtual reality (VR) and related XR technology. Participants will explore VR technology at the intersection of Black cultural storytelling through the performance of monologues and scenes as well as design/tech, music and movement culminating into a pilot production of Marita Bonner's *The Purple Flower* (1928), a non-realistic, one-act play that pushes the boundaries of theatrical staging. No prior experience or pre-requisites required.

Distributive: Dist:ART; WCult:CI

THEA 10.90 - Contemporary Theater and Performance

This course explores the world of contemporary theater and performance. Readings of plays, performance texts, and articles are paired with viewings of recorded, live, and virtual work. Collaborative projects revolve around scene work and devised theater. Students will develop an appreciation for the breadth of new and recent national and international performance. All of this work is theatrical, but none of it is traditional theater. Topics include devised theater, virtual performance, theater as activism and social practice, eco-performance, movement performance, and interactive work that centers the spectator's experience. Open to all classes; this course is required for class of 2021 senior theater majors.

Distributive: Dist:ART

Womens Gender and Sexuality Studies

WGSS 66.02 - Social Justice and Computing

This course draws on feminist and queer scholarship to examine the intricate relationship between datafication, ubiquitous computing, and social justice, highlighting the politics and impacts of data-driven processes and big data on human lives. One of the key highlights of WGSS engagements with computing history is the focus on the politics and impacts of data-driven processes and big data on human lives. The course will provide a brief introduction to histories of computing and data-driven practices within the Anglo-American tradition, including discussions of the roles that ethics and biopolitics play within these histories. We will explore ways that privacy/security, algorithmic processes, computational environmental impacts, and design have exploited the most vulnerable while increasing affordances for the most privileged. We will also spend significant time learning about new data/computational justice initiatives and develop a robust understanding of how social justice issues like prison abolition, climate change, and equitable health outcomes are at the core of understanding computational cultures. No Computer Science or Data Science background is required, but the course will entail learning about some of the technical history within both fields. Similarly, there are no WGSS prerequisites for the cours but students will be responsibly for learning about anti-racist feminist and queer methods and insights.

Distributive: Dist:SOC

WGSS 66.03 - Transnational Migration: Critical Ethnic, Indigenous and Queer Crossings

This course introduces undergraduate students in programs across the college to research practices, theories and methodologies commonly used in cultural analysis, with the intent of increasing their knowledge of the interdisciplinary fields of critical ethnic and gender studies around the theme of migration. Students will read a range of texts, performances, films and learn the different approaches that migration has come to shape transnational sensibility. The course is designed to individual research/analysis projects to emerge around various constellations of issues, such as where questions of 'queer' and 'migrations' intersect, or figures of diaspora, the undocumented and the transmigrant meet. This mode of investigation will enable students to develop research interests in cultural processes, discourses and forms across a range of historical periods, on diverse topics (neoliberalism, disability, humanitarian violence, security/securitization, war, terror, prison, border, law, etc.), and in conversation with interdisciplinary themes that are organized by the week. Students will be introduced to the key debates in the field as they interrogate social and political apparatuses of power (sexism, racism, classism, xenophobia, homophobia/heterosexism, transphobia,

ableism, and others), and how those apparatuses determine which migrant bodies are recognized and valued both in the United States and the rest of the world.

Distributive: Dist:INT or ART; WCult:CI

WGSS 66.04 - Introduction to Black Feminist Thought

What is Black Feminist Thought? Why Black Feminist Thought? And just whom is Black Feminist Thought for? This course considers the disciplinary formations and political happenings of Black Feminist Thought in the United States—from its role in the university department to its presence on the ground. Highlighting interlocking issues related to gender, sexuality, race, and economics, we will mine political speeches, visual art, live performance, literature, and theoretical discourse.

Distributive: Dist:SOC; WCult:CI

WGSS 66.06 - Bodies and Technologies in Asian American Popular Cultures

From film, TV, and social media to the fringe punk scenes in between, this course explores the popular cultures of contemporary "Asian America." By centering the bodies/embodied practices and technologies that produce Asian American popular cultures, we will ask historical questions about representation, power, and access, all with close attention to moving categories of race, gender, sexuality, class, and trans/nationalism. Ultimately, popular cultures—the critical, the joyful, and the terrible—will be our guide.

Distributive: Dist:ART; WCult:CI

WGSS 66.07 - African Diaspora Women Writers

This course will be organized around four themes prevalent in contemporary portrayals of Black women across the African diaspora. The themes, *Body, Voice, Memory*, and *Movement* provide a center from which discussions of agency, representation and counter-narrative can be situated within a larger discourse of canon formation. We will explore various parts of the United States and the Caribbean through analyses of literature and visual culture, paying particular attention to shifting dialogues of culture and identity. Among the central questions posed will be: What constitutes a feminist ideology in black women's literature? How are images of subjection and victimization re-appropriated by Black women writers and image-makers and utilized for their own empowerment? What are the penalties inherent when a Black woman "comes to voice" in the arena of self-representation?

Distributive: Dist:LIT; WCult:CI

WGSS 66.09 - Black Consciousness and Black Feminisms

This seminar seeks to decenter mainstream (what bell hooks calls "imperialist, white supremacist, capitalist,

[heteronormative], patriarchal") thinking to understand the world differently. Reading primary and scholarly texts from the US, Caribbean, and Africa about the Black Consciousness Movement and black feminisms, we will trace the evolution of thinking about race, gender, sexuality and their interrelationships through time and across space. Assignments include weekly reading response papers and an independent research project.

Distributive: Dist:SOC; WCult:CI

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