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## NEW UNDERGRADUATE COURSE SUPPLEMENT 2021

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 20.15 - 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

#### AAAS 21.15 - Black Ethnicities in the United States

This course examines the historical processes of identity formation among varied groups of African-descended people in the United States, problematizing the concept of “African-American” by interrogating the history of the Gullah-Geechee, the Black Seminoles, the Freedmen (Choctaw, Cherokee, and Chickasaw), and the Creoles of the Gulf Coast (Louisiana, Mississippi, and Alabama). In particular, students will examine the ethnogenesis of these groups and, where appropriate, the phenomenon of emerging linguistic distinctiveness, and the historical relationship between linguistic minority groups and Anglo-American hegemony.

Distributive: Dist:SOC; WCult:W

#### AAAS 31.80 - Performing Histories, Performing Us

*Performing Histories, Performing Us* is an interactive course, taught by scholar artist, Dr. Monica White Ndounou, with a residency component with actor/writer/director Roger Guenveur Smith. The course utilizes performance as a tool to interrogate, examine and explore the concept of history, particularly at the intersection of culture and performance. This course uses traditional and nontraditional archives and multiple platforms to illuminate the possibilities for performing histories; performing us.

Distributive: Dist:ART; WCult:CI

#### AAAS 35.01 - Black Elegies

This course is structured around iterations of black grief within, but mostly beyond the genre of poetry. What curator Okwui Enwezor calls the contemporary “emergency of black grief” is over four centuries old. We will explore modes of release from black cultural

producers who attend to the multiple losses sustained by black subjects. The resulting productions span the range of representation from dance, painting, photography, music, film, and craftwork. The course will be organized around three parts, each focusing on the sensorial: *Sight*, *Sound*, and *Touch*. Together we will consider what it means to mourn in an antiblack world resistant to acknowledging the violences endured by black subjects in the United States and beyond its borders.

Distributive: Dist:LIT; WCult:CI

#### AAAS 39.07 - Verzuz: A History of Black Popular Music

During the Covid-19 pandemic, superproducers Swizz Beatz and Timbaland created “Verzuz,” an event that matches artists with their contemporaries as they trade songs back and forth for nostalgia, competition, and celebration. In this class, we will use Verzuz battles to study Black popular music beginning in the mid 20th century. Drawing on music and materials pertaining to broader social and cultural contexts, we will analyze Black popular music from a sonic and cultural perspective.

Distributive: Dist:ART; WCult:CI

#### AAAS 54.05 - Feminist and Queer Africa on Stage & Screen

This course explores representations of feminist and queer Africa in theatre, dance, and film. How do female-identified, nonbinary, and/or queer African artists use creative expression to navigate and challenge neocolonial, heteropatriarchal regimes and advance ideas of LGBTQIA rights and gender equality? Although several countries will be considered during the term, Kenya and Uganda receive a particular emphasis. All students are welcome; no prior knowledge of Africa and/or theories of gender and sexuality are needed.

Distributive: Dist:ART; WCult:NW

#### AAAS 55.02 - The Idea of Africa: Deconstructing Race in the Iconography of a Continent

This course will consider the mapping of race onto the idea of Africa and how Africa came to constitute a unique racial category. We will therefore conduct an “archeology of race” and engage the argument by historians of race in Africa that Africa was a major laboratory of race. Our primary material will consist of motion pictures, in an effort to reckon with the role of motion pictures as prime technologies of racial othering and their deep imbrications in colonial projects.

Distributive: Dist:ART; WCult:NW

## Anthropology

### **ANTH 50.41 - 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

### **ANTH 50.44 - Darwin and Human Evolution**

This course explores what we have learned about human evolution, behavior, and biological diversity in the 150 years since Charles Darwin wrote *The Descent of Man*. The course will coincide with a Winter symposium in which the contributing authors of *A Most Interesting Problem: What Darwin's Descent of Man Got Right and Wrong about Human Evolution* will visit campus, give talks, and engage with our students. ANTH 50.44 is designed for anthropology and biology majors.

Distributive: Dist:SCI

### **ANTH 50.45 - Archaeology of Epidemics**

In this course, we will study the effects of epidemics and pandemics on different cultures throughout history. Towards this end, we will examine how art and design have served to forge community bonds; how visual culture has changed in times of crisis; and how communities across the world, in different times and spaces, eventually find resilience in fundamentally altered worlds.

Distributive: Dist:SOC

### **ANTH 50.46 - Macroevolution**

Macroevolution focuses on the evolutionary process from the perspective of the species and through the lens of deep time. More specifically, it focuses on the issue of whether life is organized hierarchically, and if so, can selection occur at any/all of these other levels, in addition to the level of the organism. This course is especially well suited for discussion and question, as the definition of macroevolution, as well as its very existence, is under intense discussion by both microevolutionists and macroevolutionists alike. Topics covered include punctuated equilibrium, species-level selection, homology, and mass extinctions.

Distributive: Dist:SCI

### **ANTH 50.47 - Archaeological Field Methods: Digging Dartmouth**

Through investigations on and around Dartmouth's campus, this class provides a hands-on introduction to archaeological field and lab methods, as well as to the archaeology of New England. Students will participate in survey and excavation of historic building sites on Dartmouth's campus, as well as on curation and analysis of artifacts.

Distributive: Dist:SLA

### **ANTH 50.48 - Energy Justice**

Climate change and environmental degradation necessitate shifting energy systems away from fossil fuels. What issues of culture, power, and inequity are part of this energy "transition"? How can we make sure that it is socially just? These questions are the main focus of the course. This course includes an Energy Justice Clinic, supported by Dartmouth's Irving Institute for Energy and Society, in which students will engage in community-driven service learning.

Distributive: Dist:INT or SOC

### **ANTH 50.50 - Archaeology of Food**

In this course, we will explore the theoretical and methodological approaches that archaeologists use to study food and eating in ancient societies from a global anthropological perspective. This course assumes no prior familiarity with archaeology; rather, it is designed to introduce you to the basic methods and theoretical structures employed to study the archaeological remains of food and drink.

Distributive: Dist:INT or SCI

### **ANTH 52.01 - Perspectives of Hawai'i: Past, Present and Future**

The course is an immersive, hands-on experience into the culture, history, and practices of Hawai'i through various field-based, "living classroom" experiences as well as supplemental readings/viewings.

Distributive: Dist:SOC; WCult:NW

### **ANTH 54.01 - Tradition and Sustainability: Learning from the past in Hawai'i**

Generations of accumulated wisdom have been passed down about how to live sustainably on these islands. This generational wisdom (u02BBike) remains a critical part of the dialogue about how to live more sustainably in light of the contemporary challenges to island sustainability. This course is an exploration of the challenges and opportunities we as an island society face while charting a course towards a sustainable future.

Distributive: Dist:SOC

## Art History

### **ARTH 26.04 - FSP: The Architecture and Urbanism of Rome**

No site offers the same enduring importance for Western history and culture as the city of Rome. As a secular and spiritual capital, it bears evidence to three millennia of human ambitions and evolving patterns of social and political organization. Its topography is a vast archive, which we will engage through lectures, discussions, group projects, movies and by immersing ourselves into the city itself. This course surveys the topography and urbanism of Rome from its origins to the present. While the immediate goal will be to study the city, the larger goal will be to provide a conceptual framework with which to consider the power and function of cities—one of humanity's most important inventions. We will ponder such essential questions as: why and how did cities like Rome arise and change over centuries? What social, cultural, topographic forces push and pull at a city's built fabric? How were individual structures, public spaces, and neighborhoods built to respond to such forces?

### **ARTH 26.05 - FSP: Art in Rome, 1300-1650**

We shall study the periods known as the Renaissance and Baroque, which evolved in Italy between about 1300 and 1650 and were marked by a revived interest in naturalism. This artistic language was inspired by Classical Antiquity, and has endured to modern times. Our focus will be on Rome, where art was influenced by new approaches to reality, philosophy and religion, and where powerful patrons of art such as bankers and Popes reshaped the face of the city, and ultimately that of Europe.

The style of around 1300 (the age of Giotto and Dante) prompted a move towards physical immediacy and the expression of emotions, and in the early 1400s the great discoveries in geometry, perspective and rational lighting further enhanced the visual arts, enabling painters to create increasingly sophisticated images. This approach peaked in the late 1400s with the emergence of Leonardo, Michelangelo and Raphael, leading to more dynamic and poetic approaches in draftsmanship and design, including the phenomenon known as Mannerism. In the late 1500s Roman churches were enhanced by the work of Barocci, and 1600 saw the arrival of great Northern European painters such as Rubens. Annibale Carracci, Caravaggio and their followers introduced a new directness, coupled with an intimate connection with the viewer. Our syllabus will conclude with the startling theatrical drama of the Roman Baroque.

We shall address the social and historical context of artworks, in an exciting period that saw the invention of printing, a change in the status of the artist, and a shift in perception on the part of the beholder. Among the related

themes to be studied are materials and techniques; style and influence; religious and mythological iconography; and patronage and collecting.

Distributive: Dist:ART; WCult:W

### **ARTH 28.10 - Fashion in Art: Dress, Identity and Power**

This course will examine clothing and fashion in art over the centuries to explore overt and hidden messages regarding power, gender, and status contained within costume over time and still today. We will study the external, clothed body as represented in high and popular art in relation to a performance of the self and the unconscious categorizations of gendered, sexed, and classed positions. We will investigate how clothing and ornament can reinforce or challenge gender norms, ideologies of power, and insider/outsider status. The course will focus on a broad time frame and explore different media and modes of image distribution.

Distributive: Dist:ART

### **ARTH 47.04 - Architecture and the Uncanny**

Cities all over the world and in different eras have become participants and arenas in creating urban spectacles. Often such activities consist of processions involving masquerades, mobile floats, musicians decked in elaborate attire and playing instruments – commemorating the dead, the living, royalties and politicians; to name a few examples. This course will study how certain case-studies — ranging from New Orleans to Lagos in Southwest Nigeria — demonstrate how architectural facades, urban spaces as well as certain ceremonies activate an uncanny experience, which may even echo Karl Trautson's theory of the Gesamtkunstwerk ("total work of art").

Distributive: Dist:ART; WCult:CI

### **ARTH 63.23 - Global Contemporary Art**

This course examines the geographic and cultural reach of contemporary art as a global phenomenon. The early 1990s saw the proliferation of biennials, large-scale art exhibitions that showcase the work of artists from disparate parts of the world. This trend has been heralded as a diversification of the art world beyond traditional centers in Europe and the United States. We will consider transnational and translocal currents in contemporary art in relation to larger processes associated with economic globalization (the formation of global labor markets, multilateral trade agreements, and financial operations) and cultural globalization (the largescale transmission of artifacts, images and ideas across national borders). Close attention will also be paid to the ways in which diverse artistic practices and identity formations are made legible but are also sometimes mistranslated as they enter into global art world institutions. This course will also consider how contemporary artists picture or allegorize the

particular sense of disjuncture associated with globalization in the 21st century.

Distributive: Dist:ART; WCult:CI

### **ARTH 81.03 - The Viral Image: Early Modern Prints**

The technology of print transformed the early modern world. Distant places, people, and things were suddenly thrust into view, allowing the armchair traveler to hold the world in their hands. New ideas, made material in paper and ink, ricocheted across the globe. But print posed an existential problem: it called into question some of the most basic assumptions around images and image making that had long governed visual culture. How does reproducibility challenge authenticity? How are authorship and ownership defined? This advanced study interrogates the rise of printed images between 1500 and 1800 and its enduring impact on artistic and architectural culture. Special attention will be paid to major figures in the history of European printmaking, including Albrecht Durer, Rembrandt, and Giovanni Battista Piranesi.

Distributive: Dist:ART; WCult:W

### **ARTH 83.06 - Art and Life! Avant-garde techniques, 1890-1970**

For many artists in the late nineteenth and early-twentieth centuries, the relationship between everyday lived experience and artistic practice required urgent rethinking and rearrangement. In addition to objecting to the modern systematization of life, work, and love, artists bristled against the notion that art had become just another thing to be admired, collected, bought and sold. This course examines the histories, interventions, and aspirations of this particular thread of avant-garde practice. We will pay special attention to the interventions and ideas of women artists and artist collectives as they sought to challenge standards of bourgeois respectability and the status of the hallowed singular art object. We will attend to the powerful critiques they offered against the standardization of life under capitalism and in the art world; we will consider the politics of avant-gardism, both in terms of its negativity, its occasional alignment with war and fascism, and some of its patriarchal and imperialist tendencies. We will also consider its positive utopian aspects, including its cultivation of liberatory politics and the clearing of space for new patterns of thought aligned with practices of equality, peace, and new possibilities for art. In addition to studying the techniques of historical avant-gardes in a classical academic/art historical sense, the course asks students to adopt and/or imagine what it would mean to stake out an avant-garde position relative to their own embodied experience as students in the space of Dartmouth's campus. Active learning activities will include the writing, printing, and distribution of manifestos, group derives, and other psychogeographic, surrealist and Fluxus-inspired collective experiments. The course will culminate with the "reinvention" of one of

Allan Kaprow's happenings, *Fluids* (1967) (pending Leslie Center Humanities Lab funding) in order to allow students to test out some of the theories we studied in class and perhaps make necessary adjustments for the needs to the present.

## **Asian Societies Cultures and Language**

## **Asian Societies Cultures and Languages**

### **ASCL 51.06 - 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

### **ASCL 54.12 - State and Society in Early Modern India, 1500-1800**

This course surveys historical developments in what are now the modern nation states of India, Pakistan, and Bangladesh between the sixteenth and eighteenth centuries. Students will explore South Asian society, culture, and religion in the broader context of state-formation and empire-building. We will examine the makings of the Mughal Empire, one of the most influential states in the subcontinent's history, its predecessors, successors, and rivals, as well as its complex and contested legacy. The Taj Mahal stands as a powerful example of both Mughal imperial achievement and continuing controversy about early modern pasts. Moreover, this course will emphasize the makings of Islam in India, Persianate political and literary culture, as well as early modern commerce and politics.

Distributive: Dist:SOC; WCult:NW

### **ASCL 59.04 - Intensive Foreign Study in Vietnam**

This interdisciplinary course is the second required component of the foreign study program "Developing Vietnam", exploring the contemporary history, society and culture of Vietnam. This course, held during Dartmouth's December "winterim" period, consists of three weeks of intensive and immersive learning in Ho Chi Minh City. Students live and study at a partner university in Vietnam and complete their group research project (begun during the fall term in ASCL 70.22) on some aspect of development in contemporary Vietnam.

Distributive: Dist:SOC; WCult:NW

**ASCL 60.30 - Modern Korean Literature in a Global Context**

With our understanding of Korea and Korean literature increasingly reaching beyond the confines of the peninsula, this course explores modern Korean literatures both from the Korean peninsula and in diaspora. It will introduce participants to canonical works in modern Korean literature and well-known works from Korean diaspora communities in Japan, the US, and China, as well as to the critical discussions surrounding them. We will closely examine how each work, with its particular content and form, engages with the historical development and contemporary dynamics of modern Korea and Korean diaspora communities. From literary and cultural perspectives, this course addresses and problematizes some of the most difficult issues that modern Korea has been working hard to deal with, including colonial modernity, the US occupation and the division, democratic movement and trauma, overseas Koreans, gender and sexuality, and so on.

Distributive: Dist:INT or LIT; WCult:NW

**ASCL 61.10 - Japanese Martial Arts: History, Philosophy, Practice**

This course will apply noetic (intellectual) and somatic (bodily) approaches to an understanding of a pillar of Japanese history and culture: the martial arts. In the classroom we will read about the emergence of the warrior caste (the samurai), the codification of its tenets (bushido), and the evolution of these traditions through modern times; in the gym we will practice the martial art of aikido as a means of embodying that history. The course will also include an exploration of intersections between the martial arts and conflict resolution, gendered identities, cross-cultural communication, and globalization.

Distributive: Dist:TMV; WCult:NW

**ASCL 64.15 - Nationalism and Revolution in China, 1890-Present**

This course examines the dynamics of China's revolutionary ideology in the context of the modern world through the lens of nationalism. By employing a range of discussions of China's nationalist discourse, we will encounter and construe the voices of various groups of people for whom the rhetoric and ideology of nationalism emerged as a question or dilemma, developed as a motivating force, and fermented as a problem. The course proceeds chronologically, beginning in the late nineteenth century and moving to the present. Each week's readings, including primary and secondary texts, also discuss particular aspects of nationalism and its connection to China's revolutionary agenda. Focusing on China and its Asian surroundings, this course will explore major historical themes, including reform versus revolution, intellectuals and society, center and locality, ethnicity and

identity, violence and confrontation, foreign relations and national strategies, charisma and mass movements, and nation-building and propaganda.

Distributive: Dist:SOC; WCult:NW

**Biological Sciences****BIOL 59 - Advanced Biostatistics**

Different offerings of this course will cover one or more specific advanced topics in statistics and experimental design, as applied to biological systems. Each offering will focus on different statistical approaches that can be used in the analyses of biological data sets. Students may take more than one offering of this course.

Distributive: Dist:QDS

**BIOL 59.02 - Beyond Regression and ANOVA: Causal Inference and Structural Equation Modeling**

This course will explore causal inference and structural equation modeling to analyze networks of variables measured in both observational and experimental studies. The course will explore how causal inference theory is used to develop study designs to evaluate causal networks among variables. Structural equation modeling techniques will be developed that estimate the strengths of relationships among variables in these networks and that also permit the inclusion of latent variables indicated by variables that are measured.

Distributive: Dist:QDS

**Chemistry****CHEM 11 - General Chemistry**

CHEM 11 is a one-term general chemistry course for students with a background in chemistry. The course includes topics from thermodynamics and electrochemistry, reaction kinetics, quantum mechanics, and bonding, complementing material emphasized in high school Advanced Placement courses. Laboratory work will emphasize physicochemical measurements and quantitative analysis. Students with a score of 4 or 5 on the AP Chemistry examination (or 6 or 7 on the IB exam, or A-level credit) will be placed into CHEM 11; all other students interested in general chemistry will take a placement examination to determine their assignment either into CHEM 11 or CHEM 5. Students who complete Chemistry 11 will also be granted credit on entrance for Chemistry 5. Not open to students who have received credit for CHEM 010, CHEM 005, or CHEM 006. Supplementary course fee required.

Distributive: Dist:SLA

## Classics Classical Studies Greek Latin

### CLST 10.14 - Plato's Symposium

A small-enrollment seminar offering an introduction to Plato's thought and to a rich vein of material illustrating Greek attitudes and assumptions on erotic love for both sexes. The primary text is Plato's *Symposium*, which we will study in translation while learning the Greek alphabet and a few key vocabulary items in Greek. As time allows during the term, we will explore some of the rich body of evidence that exists in Greek poetry, oratory, and the visual arts either confirming or contradicting the impression given by Plato.

Distributive: Dist:TMV; WCult:W

### GRK 30.09 - Demosthenes' On the Crown

In this class, we will read one of the most celebrated speeches of all time: Demosthenes' *On the Crown*. In it, Demosthenes is forced to defend his entire public career – a time during which he saw Athens lose its autonomy and cultural status to the growing power of Macedon under the leadership of Philip II and his son Alexander the Great.

Distributive: Dist:LIT; WCult:W

### LAT 10.01 - Topics in Latin: The Landscape of Latin Literature

Designed to introduce students to varied aspects of Latin literary culture. Beginning with some physical evidence of literacy and writing materials, we will proceed to study the physical history of ancient books and publication methods, then analyze a series of short works illustrating how the Romans themselves thought about literary production, the functions texts can serve, and the nature of meaning and authorship. Readings are a mixture of poetry and prose taken from a variety of authors including Catullus, Cicero, Tibullus, Ovid, Pliny, Martial, and Juvenal, as well as Tom Stoppard's play *The Invention of Love*, which gives a fresh perspective on the history of classical scholarship at the beginning of the 20th century. Not open to students who have received credit for LAT 015.

Distributive: Dist:LIT; WCult:W

### LAT 10.02 - Topics in Latin Texts: Clodia Metelli

An introduction to scholarly resources with a study of our original sources for the life of Clodia, wife of Metellus, one of the most interesting female figures of ancient Rome. In addition to reading selections referring to Clodia (or "Lesbia") from the letters and speeches of Cicero and the poems of Catullus, we will consider the ways that these generically different sources were consumed in the first century B.C.E. and how, later, they were (sometimes quite precariously) preserved through the medieval period in the manuscript tradition. This course is designed for students who have completed at least the Latin 1, 2, and 3 sequence at Dartmouth, or who have previously studied all the basics

of Latin grammar but are looking for a systematic review of grammar and poetic meter and an introduction to the tools scholars use when reading texts closely. Not open to students who have received credit for LAT 010 without decimal suffix.

Distributive: Dist:LIT; WCult:W

### LAT 18.02 - Catullus

The poems of Catullus have been delighting, moving, and frequently shocking readers since he wrote them in the final years of the Roman republic. We will read extensively from this fascinating body of work, paying close attention to language and style. Significant themes will include love, friendship, obscenity, invective, gender, sexuality, poetics, and programmatics. In addition, we will study the literary culture of the late Republic and explore recent critical approaches to Catullus.

Distributive: Dist:LIT; WCult:W

## Cognitive Science

### COGS 50.07 - Aphasiology and the Neurobiology of Language

What happens when language is lost or impaired through injury or degeneration? In this course, we will first cover traditional models of brain and language, and compare them with current research linking linguistic processing to neurobiological mechanisms. We will then focus on classification of types of aphasia, covering symptoms and causes of each. We will investigate how disordered language is intertwined with general cognition, and how it is separate. Language breakdown will be analyzed at each level of representation and processing to provide a general understanding of aphasia and associated disorders.

### COGS 50.08 - Modeling Mind and Behavior

You will actively engage in the scientific process of hypothesis testing that combines the disciplines of neuroscience, behavioral science, statistics/machine learning to understand the mechanisms of mind and behavior. The course will review computational approaches to modeling the mind by walking through the steps of hypothesis formation, experimental design, statistical analysis and theory development requiring skills in research methods, programming and scientific writing.

Distributive: Dist:TAS

## College Courses

### COCO 39 - Red Terror: History and Culture of the Stalin Labor Camps

The destruction of human beings in the Soviet labor camps (GULAG) is one of the most tragic chapters in the history of the twentieth century. Between the early 1920s and the

early 1950s, some 25 million people were arrested and sent to the so-called “correction-labor” camps to perform back breaking work under the most inhumane conditions. The focus of this course is on the history and culture of the Stalin labor camps. Beginning with the violence inflicted by the young Bolshevik regime on the Russian people, we will examine the creation of a network of camps during the “great terror” of 1937-1938 and the economic, political, and cultural features of the camps, through such topics as work, food, camp administration and guards, the relationship between the “political prisoners” and the common criminals, the special plight of women, the hardening of conditions in the camps during and after World War II and the zenith of the GULAG in the early 1950s. Finally, the course will examine the GULAG’s demise and the experience of dissidents in the camps of the 1960s-1980s; the way modern-day Russia deals with the memory of the camps; and GULAG-style camps in several socialist countries.

Distributive: Dist:SOC; WCult:W

## Comparative Literature

### COLT 10.25 - Story and Storytellers

This is a course about point of view (PoV) in written and filmed stories, mostly fictional ones. Every story is inflected by the contexts of its telling. It’s not always easy to determine who the narrator is, let alone how that shapes the story. Sometimes narrators are reliable, sometimes they’re not, and sometimes they only seem reliable. Short background readings in narratology and rhetoric, psychoanalysis, literary and film criticism, and journalism will help us ask (along with Samuel Beckett), “What does it matter who is speaking?” This question will frame our investigation of other inquiries such as: who tells this story? How do we know? What difference does it make? How would the story look if told by a different storyteller or in different circumstances? Along the way, we will examine the role of the medium (written, filmed, audio) and genre (e.g. detective novel, autobiography). Adaptations from written texts to the screen sometimes involve changes in PoV, and these are particularly illuminating. We will also write some stories and variations of our own.

Distributive: Dist:LIT; WCult:W

### COLT 10.26 - Autobiography and Memory

This course investigates the relationship between literature, autobiography and memory. We will read a wide range of autobiographies, fictions, and essays from the 20th and 21st Centuries that reflect on the acts of experiencing and remembering. These texts also address connected topics such as home, childhood, exile, trauma, violence, prejudice, illness, the urban experience, and the process of writing. We will start out with the European modernist tradition and trace how it is interpreted and cited at

different times and in different places, be it in Germany, Brazil or Egypt. We will also discuss foundational questions of literary analysis, e.g., what constitutes authorship, how different genres of writing intersect, why edition history and translation matter, and in which ways literary canons are constituted (or questioned).

Distributive: Dist:INT or LIT; WCult:W

### COLT 10.27 - Border Crossings: Exile, Expatriation and Immigration

This course will examine the experiences of exile and immigration through the art, literature and films of individuals who have left their homelands or who were born in exile and immigration. In addition to such authors as Homer and Eva Hoffman, we will read Caribbean, Asian-American, and Black British writers. We will address questions of identity and alterity (belonging vs. ‘unbelonging’, home vs. exile, assimilation vs. hybridisation), and we will explore such concepts as diaspora, migrancy, displacement, and home.

Distributive: Dist:INT or LIT; WCult:W

### COLT 19.01 - Translation: Theory and Practice

Translation is both a basic and highly complicated aspect of our engagement with literature. We often take it for granted; yet the idea of meanings “lost in translation” is commonplace. In this course we work intensively on the craft of translation while exploring its practical, cultural and philosophical implications through readings in theoretical and literary texts. All students will complete a variety of translation exercises, and a substantial final project, in their chosen language.

Distributive: Dist:INT or LIT; WCult:W

### COLT 19.03 - Topics in the History of Translation and Censorship: Ukraine in Western European National Contexts

Translation in Ukraine has been inseparable from the formation of modern Ukrainian language and from the national identity of the Ukrainian people as a European nation. For this reason, translation has been a target of censorship and control, both in the Russian empire and later in the Soviet Union. In this course, we will use Ukraine as a case study to trace and discuss the relationship between translation and censorship over several centuries. We will begin with the appearance of Ivan Kotliarevsky’s travesty of the *Aeneid* in the late 18th century, continue on to the 19th-century national Romanticism and the tumultuous 20th century, with such landmark events as the Ukrainian War of Independence, the rise and collapse of the Soviet Union, and the foundation of Independent Ukraine in 1991. This long view is crucial to understanding the current moment. In the 30 years of Independent Ukrainian translation of the literary, religious, and media discourses has played key

roles on the battlefield between reactionary colonial mentality and nation-building postcolonial revision of Ukrainian identity. As a former colony of the Tsarist Russian Empire and the Bolsheviks' Soviet neo-empire, Ukraine remains of primary significance for Russia's Eurasian project today, and translations appear to be a mighty weapon in the present-day information wars.

Distributive: Dist:SOC; WCult:W

### **COLT 31.03 - Poetry After War**

The course will focus on poetry written after catastrophe, that takes on the impossibility of speaking and using language. We will read poets who lived through the fall of totalitarian regimes and the Holocaust, as well as later poets who sought to work through this trauma in order to recover language for writing. We will also examine work by poets who are grappling with the catastrophic failure of language in today's war in Ukraine.

Distributive: Dist:INT or TMV; WCult:W

### **COLT 35.02 - The Novel: Memory, Desire and Narrative Time**

Does its resistance to generic classification distinguish the novel as a genre? We will address this question by reading five works—excerpts from *The Tale of Genji* (Murasaki Shikibu), *Crime and Punishment* (Fyodor Dostoevsky), *Swann's Way* (Marcel Proust), *The Song of Everlasting Sorrow* (Wang Anyi), and *Love in the Time of Cholera* (Gabriel Garcia Marquez)—through the lens of various critical theories that attempt to identify rhetorical elements and themes common to the form.

Distributive: Dist:LIT

### **COLT 45 - The Quest for Utopia**

Thomas More's *Utopia* was long considered the ultimate paradigm of the kind of vision that utopian thought can produce. But there is no question that More's narrative of Utopia is just a particular example of a very dynamic and complex way to think about historical dead-ends and to envision alternative realities. In this course we will deal with the nature of utopian vision and with the particular dynamics that characterize utopian thought. We will also discuss present day utopias as we try to answer questions like: Is the idea of utopia really dying in our modern world? Are there new utopian visions being generated today, different from More's but with a similar function? What is the relationship between utopia and fantasy, utopia and history, utopia and revolution? What are the utopian constructs of our time and how do they shape our perceptions, our political options, and our social and personal actions?

Course materials may include maps and charts, political manifestoes, films, architecture, travel accounts and literary works. More's *Utopia*, Marx's *Communist Manifesto*, Aldous Huxley's *Brave New World*, Yevgeny

Zamyatin's *We*, Elon Musk's *Space X* Project are some of the materials we will discuss. The films may include: Woody Allen's *Sleeper*, *The Matrix*, *Wall-E*, and *Ex-Machina*.

Distributive: Dist:INT; WCult:W

### **COLT 49.05 - Decadence, Degeneration and the Fin de Siecle**

The end of the nineteenth century saw the emergence of genuinely mass readerships, but it also saw the development of literary forms that pitted themselves against the commercialization and homogenization of literary culture. In this course we will look at so-called decadent writers and artists who imagined heightened forms of aesthetic experience in order to displace the political and sexual norms of their societies. We will also examine the controversies their work evoked and the theories of degeneration, deviance and abnormality that were frequently deployed to explain their excesses. Texts will include Oscar Wilde's *The Picture of Dorian Gray*, J.K. Huysmans's *Against Nature*, Marie Corelli's *Wormwood*, and Bram Stoker's *Dracula*.

Distributive: Dist:LIT

### **COLT 49.08 - The Sea and the City**

The sea is a gateway that opens us toward the elements. It also introduces human beings toward the strange and the unknown. The sea entices human beings to leave the homeland and seek adventures and discover new territories. This course will examine the various ways in which human beings invent themselves and their communities via encounters with the maritime. Selections will be drawn from the *Gilgamesh*, Homer, Euripides, Cicero, Shakespeare, Melville, Walcott and the theories of Arendt and Schmitt. How do different encounters with the maritime form and transform our self-understanding and our relationship with those around us? How does the need to go beyond our territorial boundaries teach us about freedom and the nature of being human? How can the sea change our conception of the political?

### **COLT 49.09 - 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

### **COLT 49.10 - Modernist Paris**

There are few times in history as culturally rich and expansive as Paris in the 1920s. A magnet for artists, writers, musicians, and performers from around the world, Paris in the decade following World War I was also the very symbol of the Modern: of all that was new, unusual, risqué, and shocking. From the surrealist manifestos of 1924 to the new clothing styles popularized by Coco Chanel, from the breakthrough prose of Ernest Hemingway to the glamour of "le jazz hot" perfected by African-American dancer Josephine Baker, Paris in the 1920s was a crucible for unprecedented artistic expression. But underneath the enormous energy of this cosmopolitan city lay deep currents of anxiety and uncertainty about the direction of this phenomenon called "modernity." This course will introduce students to one of the most fascinating times and places in recent history, and to a generation of artists and cultural figures who made a lasting mark on their--and our--times. We will sample a wide variety of cultural forms that emerged from postwar Paris while also exploring the deeper global, historical, political, and social currents that brought this moment into being. And we will make use of Dartmouth's own resources at the Hood Museum and Hopkins Center to help bring modernist Paris to life for us today.

Distributive: Dist:INT; WCult:W

### **COLT 51.04 - Language and Rebellion: Arabic Literature in a Comparative Context**

This course focuses on rebellion in modern Arabic literature. Rebellion could be a political act (an uprising against a colonial power or an authoritarian regime), a psychological act (rebellion against the father), and an artistic act (rebellion against a system of values and traditions). These realms are interconnected and it's precisely their intersection that the students will analyze by engaging works by modern Arab authors. Exploring this theme in a comparative context, the students will explore the politics of language, the relation to personal and national identity, and the implications of writing in the language of the other (French, Hebrew, English, etc.). Each week focuses on one Arab author, situating his/her work in the appropriate historical and social context, and doing close readings of his/her work. All books are translated into English.

Distributive: Dist:INT or LIT; WCult:NW

### **COLT 52.08 - Literature and Culture of the Americas**

This course surveys a series of critical paradigms for studying the literature and culture of the Americas. We'll explore a variety of approaches to hemispheric literary and cultural studies, which may involve analyzing comparative and shared romantic and revolutionary discourses; border cultures; state-sponsored literary institutions that cross

national borders; inter-American attempts to imagine solidarity; and hemispheric aesthetic strategies and genres for mapping US empire, global capitalism, and settler colonialism. Authors may include Leonora Sansay, Martin Delany, Carmen Lyra, Gabriel García Márquez, Jamaica Kincaid, Valeria Luiselli, Fernanda Melchor, and Silvia Moreno-Garcia. All texts are available in English or in translation.

Distributive: Dist:INT or LIT; WCult:W

### **COLT 53.03 - Identity and Representation in the Middle East: Narratives of Loss**

This interdisciplinary course lays the theoretical foundations for reflecting on the question of identity in Middle Eastern culture. Focusing on experiences of loss and dispossession, we will examine the discourse on identity and memory, identity and trauma, and national identity. We will analyze narratives of lamentations and humiliation following military and ideological defeats from the second half of the 20th century to the present.

Distributive: Dist:INT or LIT; WCult:NW

### **COLT 53.05 - Mediterranean Poetics**

Focusing largely on what in the West has traditionally been called the Middle Ages, this course will engage with a series of cultural artifacts produced throughout the Mediterranean basin beginning in Roman antiquity, and extending into Muslim Spain, Occitania, northern France, Italy, and the contemporary Arab world. 'Poetics' – as both a practice of and a conceptual framework for the imagination – will here encompass not only literary texts but also their avatars in earlier oral traditions and subsequent performative ones as well as their translation into material objects. Among questions to be addressed are the porousness of territorial boundaries in the Mediterranean region before the consolidation of modern nation-states; the circulation and transmission of literary conventions within such a fluid reality; and the relationship of cultural production to structures of political, social, and religious power. The eclectic materials taken into consideration here come from widely diverse – but nevertheless interconnected – linguistic and cultural ecologies, and they move across a long temporal arc. Through their encounter with these resources, students will come to understand the Mediterranean as a space that can be defined beyond established geo-political barriers as a world that has been constructed through historical contingencies and in imaginative – sometimes contentious, often kinetic – engagement with them.

Distributive: Dist:LIT; WCult:W

### **COLT 57.12 - 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

### **COLT 62.08 - Film Adaptation and Literature**

Since the advent of cinema, literature has provided a rich medium from which filmmakers could draw to tell their stories. Adaptation studies explores the exchanges and connections between these mediums, as well as others, from theater to dance, music, graphic novels, and art. What makes an adaptation successful? How important is textual fidelity – should a film, for example, try to follow a novel as faithfully as it can, or is it possible for something to be gained, not lost, in the “translation” of a story from one form to another, from the words of a poem to the music of an orchestra, or the words of a novella to the visuals of a film? Is the cliché that “the book is always better than the movie” true – that is, is there some authentic “spirit” of a text that can be preserved in an adaptation of that text? How might sociopolitical concerns influence the ways in which adaptations are conceived, especially considered comparatively across different times and different cultures? In critically analyzing the translation of a narrative from one medium to another, we will ask questions related to intertextuality, textual fluidity, the idea of authenticity, and what it is that we consider to be a unique and cohesive text in the first place (and simultaneously, the problems with these assumptions). Readings and viewings may include works by Shakespeare, Satrapi, Sophocles, Kurosawa, Esquivel, Melville, and Mallarmé.

Distributive: Dist:LIT

### **COLT 63.03 - 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: WCult:W

### **COLT 67.07 - Times of Crisis**

In this course, we will engage in an interdisciplinary study of the topic of “crisis” in its many manifestations: from the erosion of justice, social inequities, and their effects on individuals, families, and communities to the exhilarating moment of transformation all moments of crisis offer. We will debate and ground systemic analysis and change in the insights offered by critical social and gender-based theory, activism, and the arts.

Distributive: Dist:SOC; WCult:CI

### **COLT 70.03 - European Jewish Intellectuals**

The course will examine the role of the Jewish intellectual in twentieth century Europe. We shall focus on several paradigmatic figures (Arendt, Benjamin, Adorno, Levinas, Derrida) who confront the redefinition of politics and civil society in modern times. Some attempt to deal with these changes through a critical reflection on the concepts of democracy and ethics and on how justice can be practiced either within or outside of the geographical and spiritual boundaries of the modern nation state. We shall examine how Jewish self-consciousness and a deep attachment to biblical tradition enables these intellectuals to reconcile ethical imperative with political realities. Particular attention will be paid to topics such as the challenges of Eurocentric Christian humanism and universalism to Jewish assimilation; the promises of totalitarianism, Marxism and messianism; the politics of biblical exegesis; history and Jewish mysticism; Zionism, anti-Zionism and the Arab-Israeli conflict.

Distributive: Dist:TMV; WCult:W

### **COLT 70.06 - Computational Comparative Literature**

There are around 7,000 languages spoken across the world, yet only 500 of these are used in the digital world and even fewer are supported by fundamental digital infrastructures. Computational methods for analyzing language are being implemented across a growing range of domains, but do those methods work equally well for all languages? How transferrable are computational text analysis methods across languages and contexts? In this course, we will apply insights from cultural studies and comparative literature to investigate how history, language and culture shape our digital practices. In addition, we will consider the new possibilities and specific challenges of working with digitized texts and computational methods to analyze

modern languages and literatures. No prior experience of programming, statistics or literary theory and criticism is expected.

Distributive: Dist:INT or LIT

## Computer Science

### COSC 34 - 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. Not open to students who have received credit for COSC 49.10.

Distributive: Dist:QDS

### COSC 69.16 - Basics of Reverse Engineering

Frequently, the source code for an important operating system component, malware, or piece of commercial software is not available. This course explores the art and science of reverse engineering such systems to discover how they work, how they connect to other systems, and how they may be controlled. In this course, you will develop an understanding of how systems and development tool chains are built "under the hood". You will learn to read compiled binaries without available source code, to recover program logic, and to modify (de)compiled binaries. We will seek to understand the challenges of reverse engineering larger programs, and of automating reverse engineering.

## Creative Writing

### CRWT 40.07 - The Craft of Fiction: A Masterclass with Alaa Al Aswany

Fiction presents an abundance of rich and creative possibilities. Through the magic of imagination, fiction takes us deep inside worlds and into the lives of characters. This course trains students to recognize the qualities that make for spellbinding fiction, including the natural rhythm and tone, mapping the structure, and shaping the content. The Art of Fiction course teaches the essential elements of sketching a story, creating a great opening, devising structure and plot twists, incorporating tension, implementing flashback and viewpoint, and mastering the art of dialogue. Students learn techniques of crafting a story, originating colorful characters, and developing ways of bringing imagination and intrigue into a literary work. They will learn how their stories can be woven into unforgettable narratives by mastering rhythm, tempo, tone, and brevity. Students will explore the process of developing lively characters, mapping out a plot,

describing realistic settings, adding subtext and layers of meaning, and penning captivating fiction.

Distributive: Dist:LIT; WCult:NW

### CRWT 40.14 - Black and Latino Poets Creative Writing Course

This course is designed to help you improve your ear and eye for writing poetry, your skill in discussing poetry, and your ability to read poetry as a writer. To that end, the course will alternate between reading and discussing the craft of published poets and workshoping your own thoughtful creations.

Great writers are also great readers. For this reason, we will read with care various styles of accomplished poets. Exploring the ways that certain writers simultaneously negotiate/live in multiple worlds, we will focus on the poems of several critically acclaimed and innovative Black (African, Afro-Caribbean, African American) and Latino (Puerto Rican, Cuban, Dominican, Mexican) poets. We will repeatedly ask, how they represent multilayered experiences and complex realities. Yet in moving beyond the tendency to *focus* on the "politics" and "polemics" in Black and Latino writers' work, we will pay particular attention to these poets' craft, to their unique approaches, formal innovations, and skill. How do they put their poems together? What poetic and other literary devices are in use, and how are they suited to the poem in question, to the world(s), in question? What makes the particular poem powerful? What makes it memorable?

Throughout the course, we will alternate between reading and discussing these poets work and workshoping students' original work.

Distributive: Dist:INT or ART; WCult:CI

### CRWT 40.15 - Tell Me A Story: Introduction to Nonfiction Radio and Podcasting Course Syllabus

This hands-on workshop in audio storytelling will prepare students to create broadcast quality radio stories and podcasts. It will cover all the steps of narrative journalism, including story development, research & reporting, interviewing, writing and editing for the ear, and, of course, production. Special attention will be paid to how the limitations and strengths of the audio medium guide story choice, story structure, and interviewing.

Distributive: Dist:ART

## Earth Sciences

### EARS 21 - 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 environmental 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

### **EARS 65.01 - Remote Sensing of the Environment**

This course is an introduction to remote sensing of the environment – the acquisition of information about the earth from a distance, typically via spaceborne sensors. In this course, we will examine all components of the remote sensing process, from the electromagnetic radiation environment, to sensor design and data collection, to image interpretation and analysis. Not open to students who have received credit for EARS 65/GEOG 51.

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

## **Economics**

### **ECON 3 - Essential Mathematics for Economic Analysis**

This course covers many of the same basic calculus topics as Math 3, but with the focus on developing an understanding of the mathematical structure of economics,

since having mathematical skill is essential to the study of economics. Examples of economic applications of calculus topics include using derivatives to study consumer demand and labor productivity and using integrals to study income distributions. Additionally, key statistical measures needed for econometrics classes, such as expected value and variance will be introduced.

Distributive: Dist:QDS

## **Education**

### **EDUC 35 - Affirmative Action in Higher Education**

Since John F. Kennedy's 1961 executive order to implement affirmative action policies, institutions of higher education have looked for ways to encourage minority and low-income students to matriculate. Some institutions, such as Harvard, UC Berkeley, UT Austin, and UMichigan, have experienced lawsuits against the policy's implementation. As universities stress their desire for diverse, well-rounded, high achieving classes and continue to implement methods to attract highly qualified students, there is disagreement about which methods are both effective and fair. How can educational administrators, parents and community members work together to improve college access and increase equality? Do we still need to "take affirmative action to ensure that applicants are...treated...without regard to their race, color, religion, sex, or national origin," or has affirmative action outlived its original purpose? Has the college access gap widened or shrunk? Are students' experiences on campus living up to the goal of equal opportunity? This course will explore the topic of affirmative action through some traditional classroom techniques (reading/ writing/ discussion) as well as experiential education techniques (such as creating a public policy portfolio project, having conversations with professionals who administer affirmative action at colleges and universities, and pitching proposals to a panel of policy experts).

The central work of the course involves creating a portfolio of venues to explore, design, publicize, and promote an affirmative action or anti-discrimination policy/program. Completing the course readings and discussions will develop the skills necessary to complete the portfolio. Throughout the course, students will work in small groups to develop a policy campaign using techniques from writing to video to speeches. This course design attempts to raise students' awareness of the multiple communication modes for making a compelling and persuasive policy proposal. To create their portfolios, students must advance an issue, demonstrate the techniques they have used to study and develop it, and effectively persuade their audience of the policy/program's value. Student groups will meet with the professors biweekly or more frequently (as needed) to stay on track and to get help with process and resources.

Distributive: Dist:SOC; WCult:CI

## Engineering Sciences

### ENGS 45 - Sustainable Urban Systems (Berlin)

Today, more than 50% of the world population lives in cities on less than 2% of the planetary surface. This urbanization is expected to remain a megatrend for the next decades. The resulting concentration of infrastructure and activities has created human ecosystems distinct from natural ecosystems, and their future depends not only on their internal sustainability but also on symbiotic interactions with the natural ecosystems on which they ultimately depend. This engineering course addresses the technological aspects of urban sustainability, including energy procurement, energy consumption and green energy, air quality, water supply, use and treatment, building infrastructure, transportation, resource conservation, decarbonization, city planning and the role of automation and information technology in modern sustainable cities. In the context of the triple bottom line (the framework that considers financial, social and environmental impacts), the course further addresses, but to a lesser extent, the aspects of sustainable economics and urban social wellbeing and cities as a hub for innovation.

Distributive: Dist:TAS

## English and Creative Writing

### ENGL 53.50 - Black Testimony

This lecture course surveys testimonial forms produced throughout the African diaspora. Along the way, we will ask a number of questions: What constitutes an act of witness? Who are its addressees, and to what does it testify? On whose behalf might it speak? We will encounter diverse examples of Black testimonial expression, including works of autobiography, fiction, ethnography, legal theory, literary criticism, visual art, film, and musical performance. These works will be drawn from the United States, Canada, Brazil, Haiti, South Africa, Senegal, and Sudan. Students will also have the opportunity to produce a creative testimonial project.

Distributive: Dist:LIT; WCult:CI

### ENGL 63.12 - Labors of Love: Mothering in Chicana/Latinx and Asian American Communities

The practice of mothering is too often deemed a universal, innate experience that binds women together across time and space. Yet motherhood shares an intimate relationship with shifting, culturally specific histories of colonialism, nationalism, militarism, and more recently, globalization. Motherhood, and social reproduction more broadly, has served as a critical domain of power and knowledge production in these contexts. Because the experience of mothering connects the intimate experiences of individuals

to larger structures and forces, and because reproduction is such a fundamental (if varied) biological and social experience, the topic lends its especially well to comparative analysis.

This specific course employs the framework of mothering to compare the experiences of two communities constructed as “foreign” to the United States: Chicana/Latinx and Asian Americans. In situating motherhood as an ideological and cultural construction rather than a universal or natural phenomenon, we will compare closely affiliated histories of miscegenation, transracial adoption, domestic migrant labor, and assisted reproduction across the Americas and the Asian diaspora. How are these phenomena given especially potent life in Chicana/Latinx, Asian American, and Asian diasporic cultural representations such as literature, documentary film, and television? In analyzing major scholarship and theories about mothering alongside these cultural texts, we will learn how differing notions of motherhood have been constructed, contested, and negotiated.

Distributive: Dist:INT or LIT; WCult:NW

### ENGL 63.30 - Trans Gender Literatures

Is there such a thing as trans literature? If so, what makes literature “trans”? Is there a way to theorize distinctions between trans literature and non-trans literature? From queer literature? This class will consider various incursions into United States trans literature, from mid-century pulp and sleaze, to documentary film, to recent popular novels and small press poetry to collectively theorize what, if anything, we might say about trans literature and its aesthetics influences, interventions, and possibilities.

Distributive: Dist:LIT; WCult:CI

### ENGL 73.03 - Black Elegies

This course is structured around iterations of black grief within, but mostly beyond the genre of poetry. What curator Okwui Enwezor calls the contemporary “emergency of black grief” is over four centuries old. We will explore modes of release from black cultural producers who attend to the multiple losses sustained by black subjects. The resulting productions span the range of representation from dance, painting, photography, music, film, and craftwork. The course will be organized around three parts, each focusing on the sensorial: *Sight*, *Sound*, and *Touch*. Together we will consider what it means to mourn in an antiblack world resistant to acknowledging the violences endured by black subjects in the United States and beyond its borders.

Distributive: Dist:LIT; WCult:CI

### ENGL 74.12 - Garden Politics

This will be a senior seminar based on discussion of various literary, popular, critical, theoretical, and eco-critical texts related to gardens; we will consider issues of

power involved in an apparently apolitical leisure activity. Students will be encouraged to find their own topics of interest for discussion and for a final paper modeled on journal articles. We begin where much of English-language culture begins, with the “Book of Genesis.” In that text, the Garden of Eden is the site of creation, and its story suggests questions about who owns a garden, what it means, whom it is for, and what can disrupt or destroy it. We will then move on to other questions of meaning and belonging suggested by gardens as topic and trope, beginning with some postcolonial gardens and critiques that explicitly comment upon the politics, ethics, and power relations encoded in these topics. We will also consider a broad range of related issues and discourses connecting humans and the environment. Literary authors will include Francis Hodgson Burnett, H.D., T.S. Eliot, Ross Gay, Derek Jarman, Jamaica Kincaid, Andrew Marvell, John Milton, Olive Senior.

Not open to students who have received credit for ENGL 64.02.

Distributive: Dist:LIT; WCult:W

## Environmental Studies Program

### ENVS 26 - Soil Ecological Systems

Soil is the living breathing skin of the Earth, supporting the ecosystem services and biogeochemical cycles that are critical to the maintenance of human societies and all life. Soil is also a complex ecological system that hosts the majority of biodiversity on Earth including millions of species of plants, animals, bacteria, and fungi. From farms to forests to cities, soil conservation, management, and restoration is a key component to addressing the climate crisis and environmental justice. Through lectures, field trips, and course-based soil ecological research, this course explores novel solutions to modern challenges in sustainable soil management.

Distributive: Dist:SCI

### ENVS 80.15 - EU Energy Policy

The course examines the three main (often conflicting) objectives of the EU energy policy, namely the transition to low-carbon energy sources, the establishment of a common and competitive energy market, and ensuring energy security. It helps to understand the functioning of the EU by explaining the dynamics of conflict between supranational institutions and Member States. And it answers the question of whether the EU can become carbon neutral by 2050, as it has committed to.

Distributive: Dist:INT or SOC

### ENVS 84.02 - Independent Research in Community-Based Natural Resource Management

This course gives you the opportunity to engage in a term-long research process that involves both your own empirical observations and the academic literature. The two products of this research are a research journal and an annotated bibliography. You will choose a relevant research topic of personal interest before the term begins and will prepare beforehand by gathering articles and information about your topic. During the term you will make observations, talk to people and read and write about your topic. You will develop expertise in that area and be a resource to the group. It will give you one particular lens through which to view your experience of community-based natural resource management in New England. You will choose a more narrow area within the topic to pursue through the academic literature. This will be represented in your research journal and annotated bibliography.

## Film and Media Studies

### FILM 41.21 - Music and Media in Everyday Life

This course lends an ear to the roles and power of musical media in the new millennium. Prominent themes include: new media’s purported democratizing effects on the production, circulation, and consumption of sound; the changing roles, responsibilities, and relevance of musicians and media artists in the digital age; and the potential for musical and social media to redraw the boundaries human experience, ethics, memory, and identity at large.

Distributive: Dist:ART; WCult:W

### FILM 44.12 - The Idea of Africa: Deconstructing Race in the Iconography of a Continent

This course will consider the mapping of race onto the idea of Africa and how Africa came to constitute a unique racial category. We will therefore conduct an “archeology of race” and engage the argument by historians of race in Africa that Africa was a major laboratory of race. Our primary material will consist of motion pictures, in an effort to reckon with the role of motion pictures as prime technologies of racial othering and their deep imbrications in colonial projects.

Distributive: Dist:ART; WCult:NW

### FILM 44.13 - Writers’ Room

This course is modeled after a professional TV writers’ room. At the start of the course, the class will come up with a concept for a five episode television show. Then, each student will take turns fulfilling the various roles: showrunner, staff writer, and writer’s assistant. The course focuses on the art of co-writing, the technique of writing for someone else’s idea and in someone else’s voice, and the tools to be an effective leader and delegator. Throughout the course, the students will

collaborate on five short episodes, as well as an individual final portfolio. Readings will include episodic scripts from successful television shows. Feel free to reach out to me for more reading recommendations at any time.

Distributive: Dist:ART

### **FILM 46.10 - Transmissions: Histories and Theories of Broadcast Sound**

This course traces the history of broadcast sound from its inception through the golden age of radio, the use of sound and music in television and film, and into the current internet age. With its focus on sound and music, this course addresses an often-underexamined aspect of media history. We will explore a variety of different concepts and approaches used to analyze mediated music and discuss how concepts central to media studies—including text, audience, genre, industry, ideology and identity—function when applied to sound. At the end of the course, students will turn theory into practice through writing, recording and producing an episode of their own podcast.

Distributive: Dist:ART

### **FILM 47.33 - Performing Histories, Performing Us**

*Performing Histories, Performing Us* is an interactive course, taught by scholar artist, Dr. Monica White Ndounou, with a residency component with actor/writer/director Roger Guenveur Smith. The course utilizes performance as a tool to interrogate, examine and explore the concept of history, particularly at the intersection of culture and performance. This course uses traditional and nontraditional archives and multiple platforms to illuminate the possibilities for performing histories; performing us.

Distributive: Dist:ART; WCult:CI

### **FILM 48.05 - Postcolonial Media**

How has colonialism operated — and how does it continue to operate — through media? How have colonized people used media to resist colonialism in the past and how do they continue to do so today? What role can we play in undoing the relationship between media and colonialism as readers, critics, and makers? This course draws on digital humanities, media studies, postcolonial and decolonial theory, and Native American and Indigenous studies to examine the historical and ongoing relationship between colonialism and media. We will compare multiple geographic, cultural, and linguistic contexts (e.g., British colonialism in South Asia, European colonialism on the continent of Africa, and settler colonialism in the U.S.) to explore the long relationship between media and colonialism. Through our work, we will consider how it formed the past and how it continues to shape our present. Drawing on insights gleaned from this analysis, we will engage in the creation of media to experiment with the role it can play in resisting colonialism.

### **FILM 48.06 - Media and Migration**

The relationship between media and migration is a complex one. Media can, at once, facilitate migrants' journeys and, at the same time, contribute to public discourse that aims to curtail migration. Our individual understanding of migration, personal relationships to it, and the viewpoints we have formed on immigration rights and policies are indelibly shaped by multiple forms of media, broadly construed: mainstream news media, social media, television and film, data visualization, infographics, and multimodal forms of communication. In this course, we will use the lenses of postcolonial studies and critical ethnic studies to examine the interplay of media and migration to collectively build our capacities as critical consumers of media and nuanced and empathetic thinkers about migration.

### **FILM 48.07 - Analyzing Content: From Tik Toks to Tweets**

The internet is awash with new popular cultural forms, from listicles and lolcats to Ted Talks and makeup tutorials. And yet scholars have only just begun to analyze this new digital “content”: what makes it unique, and how it is reshaping our culture. In this course, we'll look at new forms of popular digital content in detail—reading tweets as closely as if they were poems, or exploring the substance of 100,000 Instagram images. We'll survey the methods that have been developed, in different disciplines (media theory, art criticism, sociology), for analyzing content in this way, as well as those that have yet to be attempted (questions that haven't been asked; material that hasn't been addressed). To put theory into practice, students will develop 10-12 page research projects on popular digital artifacts of their choosing. They will also be introduced to computational methods of analyzing content, and have the opportunity to pursue these methods further.

## **French and Italian Languages and Literatures**

### **FREN 10.21 - Crises et tragédies dans la littérature française, XVIe-XXIe siècles**

French history develops from one crisis to another, marked by a number of tragedies and conflicts. This course examines literary and cinematic representations of the major events that have shaped the modern French nation. By examining novels, stories, poems, and films, students will learn about key moments ranging from the Wars of Religion to the French revolution, Jansenism, 19th century uprisings, the Dreyfus Affair, the World Wars, colonialism, and problems of multi-culturalism in contemporary France.

Distributive: Dist:INT or LIT; WCult:W

**FREN 10.23 - The French Atlantic**

This course, introduction to French literature, is a survey of French literature that focuses on one topic: the Atlantic world. As we read texts from each period, we will discover different versions of the Atlantic world, one that exists between many French Atlantic spaces: Caribbean, North American, African, and European. Across these representations, the Atlantic exists as a prism through which authors investigate cross-cultural romance, cultural practices, and the relative notions of beauty. The Atlantic also emerges to prominence during France's first empire. Before the eighteenth century, the Mediterranean, as an imaginary space of empire and cross-cultural contact, eclipses the Atlantic. As the first and then the second French Empire grows, the Atlantic world takes on a stronger presence in the French imaginary.

Distributive: Dist:LIT; WCult:W

**FREN 40.08 - The French Novel from the 18th to the 21st Centuries**

French writers helped to invent the genre of the novel, which is a mode of representing and thinking about issues: the relation of the individual to collective groups; the difficulties of love relationships; the challenge of making a reputation in the city; the difference between Paris and the Provinces; the influence of capitalism on modern society; the importance of memory to identity and perception. Students will learn to think about, to discuss, and to describe how novels depict and explore these problems.

Distributive: Dist:INT or LIT; WCult:W

**ITAL 25.01 - Terrorism Made in Italy**

At the end of WWII a number of amnesties allowed former fascists, some of them guilty of genocide, to go free. Italy did not have a postwar process of truth and reconciliation. While fascism was deemed unconstitutional in the newly born republic, fascist groups continued to flourish, attempting numerous coups-d'état aimed at re-establishing a fascist regime. Consequently, terrorist groups of the extreme left emerged and targeted those in government who had been so tolerant of fascists. Through historical documentation, films, literature, and personal testimonies, we will explore these tumultuous thirty years of Italian history.

Distributive: Dist:INT or LIT; WCult:W

**ITAL 37.11 - Migrants, Sopranos, Race, and Italian American Film**

This course considers the role of culture and identity, migration, evolution of language, gender, race, and class issues, and studies the diverse cultural and artistic productions (literary, cinematic, musical, multi-media) that exemplify the tensions and negotiations between cultures and people.

Distributive: Dist:LIT; WCult:CI

**Geography****GEOG 1.02 - The Natural Environment**

This course is an introduction to the study of physical systems that form the basics of the global environment: weather and climate, soils and vegetation, landforms and landscape evolution. We will be examining the spatial patterns of these systems over the globe, their inter-relationships, and their reaction to naturally and human-induced changes over time.

Distributive: Dist:SCI

**GEOG 3.01 - Living with Nature: Introduction to Nature-Society Relations**

This course introduces key approaches to the geographic study of nature-society relations. It is organized around four topical themes (health, climate, energy, and environmental justice) as well as four analytical approaches (political ecology, coupled human-natural systems, non-Western natures, and the environmental humanities). Applying these frameworks to diverse case studies will help us understand how social processes drive ecological transformations, and how those transformations are experienced and understood by societies in different geographical contexts.

Distributive: Dist:SOC

**GEOG 12.01 - Research Design**

This course provides students with the tools and perspectives necessary to plan and conduct independent research in Geography, as well as the ethical foundation for conducting research. The course is structured around the development of a well-crafted research proposal and works best when taken in addition to another research methods class. Through readings, proposal workshops, and peer review, students develop their own research proposal and plan in conversation with the rest of the class.

Distributive: Dist:SOC

**GEOG 30.02 - Geographies of Displacement**

This course examines geographies of displacement and what it means to not have a "place" in the world. We will think about how social (dis)locations are mapped onto bodies to define (un)belonging in place through an intersectional lens on race, class, gender, language, and more. This course privileges the voices, experiences, and perspectives from "the margins" in understanding the experiences of inequality, exclusion, and segregation within space. It specifically considers the relationship between power, identity, space/place, and agency.

Distributive: Dist:SOC

**GEOG 31 - Postcolonial Geographies - Empire, Diaspora, Decolonization**

In this class we use tools of critical geography to think relationally about colonization, post-colonialism, and decolonization. We begin with the material and imaginative geographies produced through colonization—identifying the mappings, categories, and binaries integral to empire. We then consider how diaspora, migration, and displacement have reconfigured these relationships. Finally, we turn to the ongoing work of decolonization—an imperative both in the world and in our own thinking about the world.

Distributive: Dist:SOC

**GEOG 40.04 - Energy Justice**

Climate change and environmental degradation necessitate shifting energy systems away from fossil fuels. What issues of culture, power, and inequity are part of this energy “transition”? How can we make sure that it is socially just? These questions are the main focus of the course. This course includes an Energy Justice Clinic, supported by Dartmouth’s Irving Institute for Energy and Society, in which students will engage in community-driven service learning.

Distributive: Dist:INT or SOC

**GEOG 40.05 - American Anthropocene: Climate and Power in U.S. History**

The climate crisis is no longer a prediction about the future, but an experience of the present. It also has a past, and in order to imagine what will come next we need to understand how we got here. While primarily concerned with the U.S. in the twentieth and twenty-first centuries—the era of petro-intensive growth in the country that consumes 30% of the earth’s resources for 5% of its population—our inquiry will require explicit reflection on the longer historical roots of energy use and the global framework of resource extraction.

Distributive: Dist:SOC; WCult:W

**GEOG 50.04 - Remote Sensing of the Environment**

This course is an introduction to remote sensing of the environment – the acquisition of information about the earth from a distance, typically via spaceborne sensors. In this course, we will examine all components of the remote sensing process, from the electromagnetic radiation environment, to sensor design and data collection, to image interpretation and analysis. Not open to students who have received credit for EARS 65/GEOG 51.

Distributive: Dist:TAS

**GEOG 72 - 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

**German Studies****GERM 42.15 - Modern Sex: Weimar Republic Germany 1918-1933**

This course explores conceptions of gender and sexuality in Weimar Republic Germany – up until today considered the “laboratory of modernity.” After a general introduction into Weimar Republic history and culture through the eyes of the American graphic novel *Berlin: City of Stones*, we will examine a variety of historical practices, theoretical reflections and artistic representations. We will read pioneering theoretical texts from the fields of psychoanalysis and sexology (e.g., by Magnus Hirschfeld and Wilhelm Reich) as well as literary texts (e.g., by the poet Else Lasker-Schuler). We will also analyze feature films (e.g., the silent film “Different from the Others”) and artwork (e.g., by George Grosz and Hannah Hoch) and discuss the status of the women’s and gay rights movements, and legislation concerning gender and sexuality. The class will focus on the close connections between political and cultural movements and also relate our readings to discussions of modernity and urbanity in general. Throughout this course we will investigate different perceptions and representations of sexuality, homosexuality, transvestitism, sexual reproduction, prostitution, marriage and love. These theoretical discussions and artistic representations still continue to impact our discussions today, e.g., in political controversies about abortion or gay marriage. All readings and discussions are in English.

Distributive: Dist:LIT; WCult:CI

**Government****GOVT 20.11 - Entrepreneurship and Public Policy Workshop**

The course will study entrepreneurship as both a strategic logic and a social fact. Students will simulate the business planning process in teams; and, as a class, they will consider public policy from the perspective of entrepreneurs—that is, consider why officials must understand the strategic questions aspiring entrepreneurs ask if government is to propose investment, standards, and regulations that encourage business development. Students will also benefit from a weekly lecture by a guest speaker.

Distributive: Dist:SOC

### **GOVT 40.28 - Feeding the World: The Politics of Food and Farming**

With the world population nearing 8 billion and climate change threatening both existing industrial and non-industrial modes of food production, long-standing debates about how to best feed the world have grown even more pressing. Where should food be produced and how? What forms of agricultural can meet global need in the immediate term and over the long run? And what systems of trade and global governance are needed to feed the world? In this course, we dive into these debates from a policy and political science perspective.

We first learn the basics about how farming and food production is organized in different parts of the world, as well as how international food trade is structured, and we become familiar with the major challenges created by existing food and farming systems. We then consider the many political and policy solutions being offered to address these challenges and weigh their costs and benefits to form our own educated conclusion about the best way forward to feed the world.

We further delve into the politics of food, asking how access to food and support for or attacks on farming are used to achieve political aims. For example, we examine how governments use restrictive food trade policies to accomplish foreign policy goals and how rebel groups appropriate humanitarian food aid to finance civil wars. Overall, the course illustrates just how central food and farming are to politics.

Distributive: Dist:INT or SOC

### **GOVT 40.29 - Democratic Erosion**

In his provocative 1992 book *The End of History and the Last Man*, Francis Fukuyama wrote that Western liberal democracy had displaced other political systems and would quickly become the only universally accepted way of organizing politics. Fast forward 30 years, and his prediction seems naïve. Observers around the world warn of imminent threats to democracy in both Western and non-Western countries, and non-democratic powers like China and Russia offer alternative forms of governance that appeal to many global leaders. Democracy seems to be eroding.

This course asks whether, in fact, liberal democracy is being displaced by other forms of governance. Is democracy in the world eroding? If so, what does democratic erosion in the contemporary period look like, why is it happening, and how does it differ from processes of democratic breakdown in earlier historical periods? If processes of democratic erosion are underway, how can they be resisted and democracy strengthened? To address these questions, this course explores democratic breakdown and erosion in comparative and historical

perspective. We examine countries from around the world, using readings from academic and media sources to examine both empirical and normative questions about the quality and persistence of democracy.

This course is part of a cross-university collaboration. Faculty from across 40 universities teach from the same syllabus, with students contributing to a collaborative database on democratic erosion and writing for the Democratic Erosion blog. This course helps bridge the gap between the classroom and the public sphere and allows you to be part of a larger discussion about the quality of contemporary democracy.

Distributive: Dist:INT or SOC

### **GOVT 40.30 - Language, Politics and Power in the Middle East**

This course explores the sociopolitical dimensions of language at the macro level in the Middle East, past and present. How have political, ideological and social forces affected the fate of Arabic, Hebrew, Persian, Turkish, Ancient Greek, and other major regional languages such as Kurdish and Berber? How does language affect and reflect heritage, ethnicity, religion and nationhood, with their linguistic ideologies? What, objectively and subjectively, are "languages" and "dialects"? What are the causes of language conflict or repression? Is 'one state one language' an economically or politically rational policy? How and why might language and literacy be planned and managed? No prior knowledge of a particular language or culture is assumed.

Distributive: Dist:INT or SOC; WCult:CI

### **GOVT 40.31 - Red Terror: History and Culture of the Stalin Labor Camps**

The destruction of human beings in the Soviet labor camps (GULAG) is one of the most tragic chapters in the history of the twentieth century. Between the early 1920s and the early 1950s, some 25 million people were arrested and sent to the so-called "correction-labor" camps to perform back breaking work under the most inhumane conditions. The focus of this course is on the history and culture of the Stalin labor camps. Beginning with the violence inflicted by the young Bolshevik regime on the Russian people, we will examine the creation of a network of camps during the "great terror" of 1937-1938 and the economic, political, and cultural features of the camps, through such topics as work, food, camp administration and guards, the relationship between the "political prisoners" and the common criminals, the special plight of women, the hardening of conditions in the camps during and after World War II and the zenith of the GULAG in the early 1950s. Finally, the course will examine the GULAG's demise and the experience of dissidents in the camps of the 1960s-1980s; the way modern-day Russia deals with the memory of the camps; and GULAG-style camps in several socialist countries.

Distributive: Dist:SOC; WCult:W

### **GOVT 60.24 - Bias and Persuasion in the Legal System**

This course uses social scientific research to understand the United States Legal System: the behaviors and incentives it creates, the way judges, attorneys, and juries make legal decisions and evaluate evidence. We will examine the ways in which human decision-making rises to the occasion and meets the aims of the justice system, and the ways in which we fall short. We will examine the biases inherent in human decision-making, the assumptions underlying the justice system (and whether they are supported by scientific evidence), the ways in which investigative and courtroom procedures may enhance or reduce the ability of human beings to execute the law free from bias and prejudice.

### **GOVT 66.03 - Democratic Theory**

Can we defend the value of democracy against serious and thoughtful criticism? Using a combination of classic and contemporary texts, this course encourages students to think rigorously about one of their most basic political values. It examines the origins of democratic theory in ancient Athenian political practice and the normative and practical criticisms of more contemporary thinkers. What makes politics "democratic?" What features distinguish the democratic regime from other regimes? What is democracy supposed to reflect or achieve? And what kinds of concerns about democracy did ancient philosophers like Plato and Aristotle raise? How (and why) did early modern and Enlightenment thinkers relocate the grounds for preferring democracy to other regimes?

Distributive: Dist:TMV; WCult:W

### **GOVT 83.29 - The Political Nature of the American Judicial System**

The purpose of this course is to introduce students to the political nature of the American judicial system. In examining foundational parts of the political science literature on courts understood as political institutions, the course will focus on the relationship between courts, other political institutions, and the broader society. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? Are judicial decisions influenced by public opinion? What effects do congressional or executive actions have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the course with an awareness of and sensitivity to the political nature of the American judicial system.

Distributive: Dist:SOC

### **GOVT 84.41 - China as Economic Superpower: From Mao to Shenzhen**

This seminar investigates the rapid economic rise of China since 1978. It focuses on the unorthodox ideas and strategies China's policymakers followed as they embarked upon economic liberalization; on China's foreign economic policies including the Belt and Road Initiative; and on relations with the United States. The seminar finishes with a review of the social, political and economic challenges China faces as it emerges as a powerful middle income country with global ambitions.

Distributive: Dist:INT or SOC; WCult:NW

### **GOVT 86.46 - Theories of Racial Capitalism**

This class explores theories of the historical relationship between ideologies of racial difference and practices of capital accumulation since the rise of the Atlantic slave-trade. Students will examine the ways in which a host of thinkers, critics, and historians have formulated and employed the concept of "racial capitalism" to reimagine and confront the entanglement of race and capitalism in two central ways: first, as a theory of capitalism in which the movement, settlement, and economic exploitation of people of color is seen as indissociable from regimes of capital accumulation; and second, as a critique of standard accounts of capitalism that view racism as a cultural deviation from the market's economic logic. Students will be introduced to a wide range of theoretical and historical approaches to interpreting race and capitalism while also learning about key concepts and debates in critical race theory, Black feminist thought, and the history of political economy.

Distributive: Dist:SOC; WCult:CI

### **GOVT 86.47 - The Rise of Capitalism**

This class explores key works, ideas, and themes in modern political theory throughout the rise and development of capitalism, from the late seventeenth century to the present. Our approach will be to place primary texts in Western political thought within the socioeconomic contexts in which they were originally written and read, paying particular attention to how political thinkers have responded to pivotal events, innovations, crises, and policies that marked the capitalist societies in which they lived. Each session will focus on a specific moment of convergence between political theory and the history of capitalism, including: political economy and finance, the Enlightenment and colonial slavery, liberalism and the Industrial Revolution, and critical theory and Silicon Valley. Students will acquire an in-depth understanding of central concepts and problems in Western political theory and develop the necessary skills to analyze, discuss, and write about such concepts and problems within a long-range socioeconomic context.

Distributive: Dist:SOC

**GOVT 86.48 - Criminal Law**

This course will examine the American system of criminal law from the philosophical origins and justifications of crime and punishment to the specific elements that make up criminal statutes in the US. We will examine the ways in which statutes lay down general rules of law, which are leave ambiguities and uncertainties to be interpreted in court opinions. We will look at differences in how crimes are defined and punished across state systems, and discuss tensions created by the law and its underlying justifications. We will work on developing sound arguments from competing perspectives around an issue.

We will also focus on skills of practical application. Reading court cases, identifying the key facts and then summarizing them in a useful way can be difficult and a time-consuming skill to learn, but will be valuable regardless of what profession you ultimately choose to pursue. Analyzing legal cases and participating in discussion will require you to pay careful attention to a wide range of facts, carefully consider alternatives, and thoughtfully express your perspectives. Finally, we will begin the process of learning how attorneys analyze, differentiate, and argue cases based on the needs of their clients.

**History****HIST 9.06 - Black Ethnicities in the United States**

This course examines the historical processes of identity formation among varied groups of African-descended people in the United States, problematizing the concept of “African-American” by interrogating the history of the Gullah-Geechee, the Black Seminoles, the Freedmen (Choctaw, Cherokee, and Chickasaw), and the Creoles of the Gulf Coast (Louisiana, Mississippi, and Alabama). In particular, students will examine the ethnogenesis of these groups and, where appropriate, the phenomenon of emerging linguistic distinctiveness, and the historical relationship between linguistic minority groups and Anglo-American hegemony.

Distributive: Dist:SOC; WCult:W

**HIST 9.07 - Sex and Gender in Modern Europe**

Sex and gender have been central to the making of modern Europe. Over the last 250 years, Europeans constantly debated fundamental questions such as the “appropriate” roles of men and women; the definition of “healthy” and “deviant” sexualities; and the relationship between biology and social norms. By exploring a wide variety of historical sources, including essays, etiquette books, speeches, and memoirs, we will examine how these discussions profoundly shaped European thinking about politics, economics, imperialism, immigration, and everyday life.

Distributive: Dist:SOC; WCult:W

**HIST 10.05 - Latin Paleography**

Working with manuscripts is one of the most exciting experiences in research on the Pre-Modern era, a direct link to the past, its people and its ideas. But it can be daunting to approach a material literary artefact. This course is an introduction to the basic methods and skills of Latin paleography, from the Roman scripts of Late Antiquity to the Humanist scripts of the Renaissance. It is designed to introduce students to the skills and knowledge needed to work with Latin-language manuscript material produced (mainly) before the advent of the printing press. It will also examine how technologies of writing and communication changed as a product of political, religious, and social change. The course will cover paleography, codicology, and diplomatics. The course will meet in Rauner Library (or, occasionally in the Book Arts Studio). Students will work closely with manuscripts in the College collections, supplemented with digital images of manuscripts held in other libraries around the world. As a practicum, the course is a hands-on introduction to the work of the paleographer, and students will learn to assess, transcribe, translate, and interpret manuscripts in their historical context as pieces of historical evidence.

Distributive: Dist:SOC; WCult:W

**HIST 18 - The History of Voting in America**

This course surveys the contested history of the ballot in the United States, from the nation’s founding to our own day. Topics will include the multiple struggles for voting rights at the state and federal level; key federal interventions (via amendments and Supreme Court decisions); and the variable ways Americans have “gone to the polls” in different eras and locations. The class will be run as a hybrid lecture/discussion course.

Distributive: Dist:SOC; WCult:W

**HIST 31.03 - Migrant 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 who have migrated to greater Los Angeles to create the unique, multiethnic, multiracial metropolis.

Distributive: Dist:SOC; WCult:CI

**HIST 33.02 - American Anthropocene: Climate and Power in U.S. History**

The climate crisis is no longer a prediction about the future, but an experience of the present. It also has a past, and in order to imagine what will come next we need to understand how we got here. While primarily concerned

with the U.S. in the twentieth and twenty-first centuries—the era of petro-intensive growth in the country that consumes 30% of the earth's resources for 5% of its population—our inquiry will require explicit reflection on the longer historical roots of energy use and the global framework of resource extraction.

Distributive: Dist:SOC; WCult:W

### **HIST 90.14 - The Global British Empire, 1600 – The Present**

This course charts the long history and continuing legacies of the British Empire, an entity that has transformed every single continent over the last four centuries and is widely associated with the makings of the modern world. We examine how and why a powerful and expansive British Empire emerged and sustained itself. Equally, we zoom in on the regular contestation and even outright rebellion that this transcontinental polity inspired. This course is an opportunity to think connectively and comparatively about historical experiences in America, India, the Caribbean and Africa among multiple other British imperial spaces. Through the prism of a changing British Empire, we trace the rise and evolution of global trade, slavery, the consumption of commodities such as sugar, tea, opium, and cotton; and new ideas about governance, sovereignty, race and identity. We conclude with a discussion of the persistence of imperial institutions, laws and power relations in shaping the world we inhabit. Students will be introduced to major debates about imperialism and colonialism and the political, economic, environmental, legal and racial underpinnings of the British Empire. Students will read a combination of primary and secondary sources every week and will develop a research paper drawn from original sources over the course of the term.

Distributive: Dist:INT; WCult:W

### **HIST 90.15 - State and Society in Early Modern India, 1500-1800**

This course surveys historical developments in what are now the modern nation states of India, Pakistan, and Bangladesh between the sixteenth and eighteenth centuries. Students will explore South Asian society, culture, and religion in the broader context of state-formation and empire-building. We will examine the makings of the Mughal Empire, one of the most influential states in the subcontinent's history, its predecessors, successors, and rivals, as well as its complex and contested legacy. The Taj Mahal stands as a powerful example of both Mughal imperial achievement and continuing controversy about early modern pasts. Moreover, this course will emphasize the makings of Islam in India, Persianate political and literary culture, as well as early modern commerce and politics.

Distributive: Dist:SOC; WCult:NW

### **HIST 90.16 - Nationalism and Revolution in China, 1890-Present**

This course examines the dynamics of China's revolutionary ideology in the context of the modern world through the lens of nationalism. By employing a range of discussions of China's nationalist discourse, we will encounter and construe the voices of various groups of people for whom the rhetoric and ideology of nationalism emerged as a question or dilemma, developed as a motivating force, and fermented as a problem. The course proceeds chronologically, beginning in the late nineteenth century and moving to the present. Each week's readings, including primary and secondary texts, also discuss particular aspects of nationalism and its connection to China's revolutionary agenda. Focusing on China and its Asian surroundings, this course will explore major historical themes, including reform versus revolution, intellectuals and society, center and locality, ethnicity and identity, violence and confrontation, foreign relations and national strategies, charisma and mass movements, and nation-building and propaganda.

Distributive: Dist:SOC; WCult:NW

### **HIST 90.17 - Templars, Teutonic Knights, and the Medieval Military Crusading Orders**

This course explores one of the most radical experiments of the European Middle Ages: the military crusading orders. The members of these organizations were imagined to constitute a "new knighthood" of monkish warriors, theoretically living according to a strict monastic rule and dedicated to the protection and expansion of Christian society as the military branch of the church. These institutions—and the Middle Ages more broadly—have resurfaced as one contested site in a raging culture war over race, power, and identity in the United States and abroad. This course takes this recent trend as a prompt for placing the military orders within their medieval context, beginning with their emergence from a longer history of Judeo-Christian holy war. More broadly, we will also take the military orders as a case study for historical questions about the intersection of religious belief, group identity, and acts of violence in human societies. Given the place of the military orders in the modern imagination, from conspiracy theories to far-right ideologies, a central goal of this course is to equip students with the skills to evaluate historical sources first-hand and also to engage critically with a wide range of historical arguments.

Distributive: Dist:SOC; WCult:W

### **HIST 90.18 - Reproductive Health in U.S. History**

This lecture course surveys the history of reproductive medicine and health in the United States from the nineteenth century to the present. It focuses on histories of childbearing, pregnancy, fertility, contraception, reproductive biotechnology, and reproductive healthcare, centering their significance within overlapping political,

social, cultural, medical, and scientific contexts. Topics include the management of reproduction within U.S. slavery and empire, reproductive medicine and concepts of race, competing assertions of professional authority over pregnancy and childbearing, eugenics and sterilization, movements for reproductive rights and community healthcare, technologies of reproductive medicine (including prenatal screening and assisted reproductive technology), and present-day disparities in access to and quality of reproductive care. Throughout the term, we will pay particular attention to intersections with historical and present-day formations of race, gender, disability, citizenship, and kinship.

Distributive: Dist:SOC; WCult:W

### **HIST 94.16 - 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

## **Humanities**

## **Institute for Writing and Rhetoric**

## **Jewish Studies**

### **JWST 11.02 - History and Culture of the Arab-Jews**

This course examines the history, social characteristics, and cultural identity of the Arab Jews. One of the goals of the course is to examine the question "who is an Arab Jew?" What perceptions and definitions relate to the differences between Sephardi, Mizrahi, and Arab Jews? What is Arab Jewish history and what is its place in Jewish, Middle Eastern, and Israeli historiography? An examination of these questions requires an understanding of the history of the Arab Jews in different periods and different geographical and cultural spaces, against the background of transitions in imperial, colonial, and national rule.

Distributive: Dist:INT or SOC

### **JWST 15.02 - Judaism and Ecology**

Tracking between ancient, medieval and modern texts, we will consider the rise of Jewish "environmentalism" in the late 19th and 20th centuries, both as theory and practice, and the changing place in Judaism and Jewish life of

themes such as agriculture, animals, nature, pantheism and anthropocentrism. The course offers a window into central but often marginalized aspects of Judaism and Jewish culture and society as they changed over the centuries; familiarity with some of Judaism's major texts; a survey of some vital features of contemporary Jewish life and Jewishness.

Distributive: Dist:SOC; WCult:W

### **JWST 20.01 - 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

### **JWST 26 - European Jewish Intellectuals**

The course will examine the role of the Jewish intellectual in twentieth central Europe. We shall focus on several paradigmatic figures (Arendt-, Benjamin, Adorno, Levinas, Derrida) who confront- t-he redefinit-ion of polit-ics and civil societ-y in modern t-imes. Some at-t-empt- t-o deal wit-h t-hese changes t-hrough a crit-ical reflect-ion on t-he concept-s of democracy and et-hics and on how justice can be practiced either within or outside of the geographical and spiritual boundaries of the modern nation state. We shall examine how Jewish self-consciousness and a deep attachment to biblical tradition enables these intellectuals to reconcile ethical imperative with political realities. Particular attention will be paid to topics such as the challenges of Eurocentric Christian humanism and universalism to Jewish assimilation; the promises of totalitarianism, Marxism and

messianism; the politics of biblical exegesis; history and Jewish mysticism; Zionism, anti-Zionism and the Arab-Israeli conflict.

Distributive: Dist:TMV; WCult:W

### **JWST 60.02 - Modern Sex: Weimar Republic Germany 1918-1933**

This course explores conceptions of gender and sexuality in Weimar Republic Germany – up until today considered the “laboratory of modernity.” After a general introduction into Weimar Republic history and culture through the eyes of the American graphic novel *Berlin: City of Stones*, we will examine a variety of historical practices, theoretical reflections and artistic representations. We will read pioneering theoretical texts from the fields of psychoanalysis and sexuality (e.g., by Magnus Hirschfeld and Wilhelm Reich) as well as literary texts (e.g., by the poet Else Lasker-Schuler). We will also analyze feature films (e.g., the silent film “Different from the Others”) and artwork (e.g., by George Grosz and Hannah Hoch) and discuss the status of the women’s and gay rights movements, and legislation concerning gender and sexuality. The class will focus on the close connections between political and cultural movements and also relate our readings to discussions of modernity and urbanity in general. Throughout this course we will investigate different perceptions and representations of sexuality, homosexuality, transvestitism, sexual reproduction, prostitution, marriage and love. These theoretical discussions and artistic representations still continue to impact our discussions today, e.g., in political controversies about abortion or gay marriage. All readings and discussions are in English.

Distributive: Dist:LIT; WCult:CI

## **Latin American Latino and Caribbean Studies**

### **LACS 9 - Global Race x Global Migration**

The racialized migrant is the dominant figure in contemporary global capitalism. This figure represents the contradiction at the heart of planetary dynamics, and is increasingly the node on which politics, economy, and culture turns. What would it mean to read the history of the globe from the figure of the racialized migrant? This course breaks away from the disciplinary categories and cartographies of area studies while pushing beyond Western racial epistemologies that have bracketed the study of migration and race. Instead, we attend to migration’s “corridors” “zones,” “circuits” and “ecologies” to understand the ways that race and contemporary mobility are made—across various terrestrial, aqueous, and aerial spaces—always in relation to the layered histories of colonial, imperial, and global formations.

Distributive: Dist:INT or SOC; WCult:CI

### **LACS 23.61 - Migrant 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 who have migrated to greater Los Angeles to create the unique, multiethnic, multiracial metropolis.

Distributive: Dist:SOC; WCult:CI

### **LACS 25.12 - Staging Rebellion. Dissidence in Latinx American Theatre**

This course follows the history of theatre in the Latinx Americas (encompassing a hemispheric approach) for social change. Students will learn about Theatre of the Oppressed, guerilla theatre in all its forms used throughout Latin America and Latinx communities, playwrights writing about social justice issues, and activist performance. We will focus on plays and performances that have as their central theme rebellion and the rebel as we question the nature of rebellion, its manifestations, and consequences.

Distributive: Dist:ART; WCult:NW

### **LACS 30.17 - Brazil: History, Power, and Narrative**

This course examines the history of Brazil from Portuguese contact with Indigenous peoples to the present. Our course will trace the major social, political, cultural, and economic questions that have characterized Brazil’s turbulent history with attention to their hemispheric, trans-Atlantic, and global contexts. Across these frames of reference, we will think especially deeply and critically about how everyday and subaltern actors have negotiated dynamics of inclusion and exclusion in a country marked by persistent inequality. To that end, our course will reflect upon one of the primary problematics of Brazilian history—the pervasive fragmentation and frequent destruction of historical archives of diverse kinds—and the ways in which this has shaped historical narratives.

Distributive: Dist:INT; WCult:NW

### **LACS 41.20 - Literature and Culture of the Americas**

This course surveys a series of critical paradigms for studying American literature and culture in a hemispheric context. We’ll explore a variety of approaches to hemispheric literary and cultural studies, considering reanimations of the conquest, comparative and shared romantic and revolutionary discourses, the literature of the hemispheric South, borderlands studies, the study of state-sponsored literary institutions that cross national borders, and inter-American attempts to imagine solidarity across the hemisphere. At the end of the course, students will

have the opportunity to produce a creative project rendering their own hemispheric imaginary. Authors may include Leonora Sansay, Martin Delany, María Ruiz de Burton, Jose Martí, Américo Paredes, Carmen Lyra, Gabriel García Márquez, Jamaica Kincaid, and Giannina Braschi. All texts are available in translation.

Distributive: Dist:LIT; WCult:W

### **LACS 46.60 - 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

## **Linguistics**

### **LING 8.01 - The Structure of Hawaiian Language in Social Context**

This course is an introduction to the Hawaiian language and its social context. Students learn phonology, morphology, and syntax of basic Hawaiian, the social history and contemporary settings of the Hawaiian language, and Indigenous perspectives on language revitalization. This course is taught by a faculty member at the University of Hawaii-Hilo.

### **LING 11.19 - The Reading Brain: Education and Development**

The majority of children entering first grade do not know how to read; the majority of children leaving first grade do know how to read, at least at a basic level. What is involved in the amazing development of the ability to make meaning of marks on a page? What goes on in the brain during reading and learning to read? We explore answers to these questions and more in this introduction to reading as we investigate the roles of orthography, phonology, semantics, syntax, and comprehension in reading. We focus on the development of reading behaviors, the brain bases of reading skills, and how scientific discoveries can inform educational practices. Open to all classes.

Distributive: Dist:SOC

### **LING 54.01 - Off-Campus Study in Linguistics**

This course is one of two local courses that will be taken by linguistics students on the Dartmouth Off-Campus Study Program at the University of Hawai'i. Although the content of the course may vary, the course will normally be

an advanced level course on a language of the Pacific, typically involving language documentation, description, and analysis.

### **LING 80.09 - Speech Surrogates**

The natural modality of human language is spoken or signed, but many cultures around the globe have developed secondary systems of communication—speech surrogates—that take this natural language and transpose it to traditionally “non-linguistic” modalities. While the best known systems involve whistling or drumming (“talking drums”), a wide variety of other instruments are also attested. Despite their fundamentally linguistic nature, serious research in the field of linguistics has begun only recently. The study of speech surrogates intersects with all aspects of linguistics, from phonetics and phonology to discourse analysis and language documentation. In this seminar, students will study the linguistic structure of speech surrogates through reading primary literature, guest visits from traditional practitioners, and the development and experimental testing of their own speech surrogate.

Distributive: Dist:ART; WCult:NW

## **Mathematics**

### **MATH 72.10 - Topics in Geometry**

This course develops one or more topics in geometry. Possible topics include ergodic theory & dynamics; hyperbolic geometry; the geometry of special and general relativity; algebraic geometry; projective geometry; theory of distributions. Offered on occasion.

Distributive: Dist:QDS

### **MATH 76.02 - Computational Inverse Problems**

Inverse problems are ubiquitous in scientific research, and occur in applications ranging from medical imaging to radar sensing. The input data are often under-sampled, noisy and may additionally be blurry. Physical obstructions may also prevent accurate data acquisition. Recovering an underlying signal or image can be critical for diagnosis, classification, or inference. This course describes fundamental aspects of inverse problems and various computational approaches for solving them. Importantly, the students will learn how to choose the appropriate methodology for the particular challenges presented by the given application, and moreover how to critically analyze the quality of their results. Specifically, students will analyze accuracy, efficiency and convergence properties of the computational techniques for various classes of problems and when possible to quantify the uncertainty of their results. Although programming will not be formally taught as part of the course, students will write numerical code in languages such as MATLAB or Python to compute their solutions. Resources will be provided to help students learn to write MATLAB code.

Distributive: Dist:QDS

### **MATH 76.03 - Evolutionary Dynamics**

Evolutionary dynamics is the mathematical study of evolutionary processes permeating every corner of biology. The course is intended for both upper-level undergraduate students and graduate students who are interested in applying mathematics to real-world problems. It will cover important topics related to cooperation, infectious diseases, and cancer, and introduce mathematical techniques and stochastic modeling approaches needed to tackle such problems.

Distributive: Dist:QDS

### **MATH 76.04 - Modeling and Simulation of Living Systems**

Mathematical models play a key role in formulating null hypotheses for biological phenomenon and developing informative experiments. This course surveys stochastic and deterministic mathematical models of living systems, from single-cells to populations, and highlights their role in guiding experimental biology. An emphasis is placed on the multi-scale nature of biology and how processes on different scales interact with each other. Students also learn to perform simulations and data analysis in python.

Distributive: Dist:QDS

## **Middle Eastern Studies**

### **ARAB 43.01 - Advanced Arabic Conversation and Reading**

This course is designed to enable students to achieve a very high level of proficiency in Modern Standard Arabic. Readings for the course are extensive and are of a high level of complexity; they are drawn from a wide variety of Arabic literary, cultural, and journalistic texts. Special emphasis is placed on developing the student's speaking and listening comprehension skills; the progression towards full fluency in the language is a fundamental objective of the course. The course will be conducted entirely in Arabic.

Distributive: Dist:LIT; WCult:NW

### **MES 12.14 - The Intellectual History of Racism: Europe, the Middle East, and the Americas**

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, Middle Eastern studies, religion, and philosophy.

Distributive: Dist:TMV; WCult:CI

### **MES 12.15 - History and Culture of the Arab-Jews**

This course examines the history, social characteristics, and cultural identity of the Arab Jews. One of the goals of the course is to examine the question "who is an Arab Jew?" What perceptions and definitions relate to the differences between Sephardi, Mizrahi, and Arab Jews? What is Arab Jewish history and what is its place in Jewish, Middle Eastern, and Israeli historiography? An examination of these questions requires an understanding of the history of the Arab Jews in different periods and different geographical and cultural spaces, against the background of transitions in imperial, colonial, and national rule.

Distributive: Dist:INT or SOC

### **MES 13.12 - Magic, Miracles, and the Prophet Muhammad**

Do you believe in miracles? What are they, anyway? And how did the Middle East's long history of miracle-working influence expectations of what Islam and the Prophet Muhammad would be like? Do modern Muslims still believe in and work miracles? In this course students will explore these questions through sources related to the prophetic history of the Middle East, the miraculous events of Muhammad's lifetime and the role of miracles in the Islamic world today.

Not open to students who have received credit for REL 19.35

Distributive: Dist:TMV; WCult:NW

### **MES 16.40 - Mediterranean Poetics**

Focusing largely on what in the West has traditionally been called the Middle Ages, this course will engage with a series of cultural artifacts produced throughout the Mediterranean basin beginning in Roman antiquity, and extending into Muslim Spain, Occitania, northern France, Italy, and the contemporary Arab world. 'Poetics' – as both a practice of and a conceptual framework for the imagination – will here encompass not only literary texts but also their avatars in earlier oral traditions and subsequent performative ones as well as their translation into material objects. Among questions to be addressed are the porousness of territorial boundaries in the Mediterranean region before the consolidation of modern nation-states; the circulation and transmission of literary conventions within such a fluid reality; and the relationship of cultural production to structures of political, social, and religious power. The eclectic materials taken into consideration here come from widely diverse – but nevertheless interconnected – linguistic and cultural ecologies, and they move across a long temporal arc. Through their encounter with these resources, students will come to understand the Mediterranean as a space that can

be defined beyond established geo-political barriers as a world that has been constructed through historical contingencies and in imaginative – sometimes contentious, often kinetic – engagement with them.

Distributive: Dist:LIT; WCult:W

### **MES 16.42 - Art in Egypt**

Mummies, pyramids, curses and death, these are some of the images and associations that one conjures up with the mention of ancient Egypt today. Ancient Egyptian civilization is an endlessly fascinating field for intellectual inquiry and debate, the subject of spectacular museum displays, as well as a source of inspiration for various reenactments in literature and film. The modern attraction for Egypt has its origins in Napoleon's invasion of the country in 1798, and later, and more profoundly, in the 1922 discovery of the tomb of king Tutankhamen in the Valley of the Kings. However, already in the ancient world, the Greeks and Romans expressed fascination for the monuments and the civilization of Egypt, primarily as they experienced its material culture through travel and other cultural exchanges. In this course we will study key works of art and architecture in ancient Egypt as well as explore some important instances in the subsequent reception of Egyptian monuments, history, and mythology.

Distributive: Dist:ART; WCult:NW

### **MES 17.20 - The Qur'an and the Prophet**

This course introduces students to the Qur'an through diverse perspectives, including through its revelation, assembly as a text, its interpreters, and the Qur'an as a material object. Students will learn about the life of the Prophet Muhammad in conjunction with the revelation of the Qur'an as well as the importance of the Prophet's own sayings and example in Islamic law and practice. We will examine interpretations of the Qur'an from different chronological, geographical, and gendered perspectives. Students will leave the class with an understanding of the role of the Qur'an for Muslims and Islam historically and in contemporary times, as well as debates surrounding it. We will also examine contemporary expressions of Islamophobia, considering how misunderstandings of the Qur'an and its contents contribute to fears of the text and Islam. Open to all.

Not open to students who have received credit for REL 27

Distributive: Dist:TMV; WCult:NW

## **Music**

### **MUS 3.06 - Sound Relations: Indigenous Musical Perspectives**

This course brings Indigenous perspectives to studies of music and sound using the overarching theme of relationality, focusing primarily on Indigenous

communities in what is now known as the United States and Canada. In many Indigenous communities, reciprocal relationships between human and more-than-human entities—including land, water, deities, animals, and plants—are the foundation for culture and being in the world. Music and sound are often an important part of these relationships. Additionally, Indigenous conceptualizations of music and sound challenge western understandings of music as an object, a text, a background, a leisure activity, and something restricted to those with “natural” talent. Rather, Indigenous music and sound are frequently active agents, fundamental components of protocol, repositories for knowledge, and practices of a wide variety of people in the community. How does music enact relationships? How can music be used to violate relationships, and how can music repair them? What does it mean to be in “good relation,” and how does music play a role? Previous knowledge of music is not required.

Distributive: Dist:ART; WCult:NW

### **MUS 16.04 - Transmissions: Histories and Theories of Broadcast Sound**

This course traces the history of broadcast sound from its inception through the golden age of radio, the use of sound and music in television and film, and into the current internet age. With its focus on sound and music, this course addresses an often-underexamined aspect of media history. We will explore a variety of different concepts and approaches used to analyze mediated music and discuss how concepts central to media studies—including text, audience, genre, industry, ideology and identity—function when applied to sound. At the end of the course, students will turn theory into practice through writing, recording and producing an episode of their own podcast.

Distributive: Dist:ART

### **MUS 18.03 - Verzuz: A History of Black Popular Music**

During the Covid-19 pandemic, superproducers Swizz Beatz and Timbaland created “Verzuz,” an event that matches artists with their contemporaries as they trade songs back and forth for nostalgia, competition, and celebration. In this class, we will use Verzuz battles to study Black popular music beginning in the mid 20th century. Drawing on music and materials pertaining to broader social and cultural contexts, we will analyze Black popular music from a sonic and cultural perspective.

Distributive: Dist:ART; WCult:CI

### **MUS 52 - Conducting**

This course offers a comprehensive overview of conducting. We will explore the fundamentals of conducting, including philosophy, preparation, and movement. These fundamentals will be applied through active movement and conducting labs covering traditional

and modern repertoire for orchestral, chamber, wind band, and choral ensembles.

Distributive: Dist:ART

### **MUS 52.04 - The Modern Conductor: An Introduction to Wind and Chamber Conducting**

This is a practical, movement based course. The conducting curriculum will focus on score study and physical movement, tested through conducting labs, practicums, and exams with live musicians. Students will have the opportunity to conduct the Dartmouth College Wind Ensemble, the Hanover High School Band, and various chamber ensembles in rehearsal and/or performance.

Distributive: Dist:ART

## **Native American and Indigenous Studies**

### **NAIS 20 - Global Indigenous Politics**

This course explores the contemporary politics of Indigenous Peoples and settler societies. It takes a sociological, legal, political, and anthropological approach to how politics operate within and around Indigenous Peoples. By using a comparative and international perspective, it examines the dynamics of critical relationships in terms of national, regional, and global political order. We will look at “standard” settler states often referred to as “neo-Britains,” such as the United States, Canada, New Zealand, and Australia, but also Indigenous Peoples and issues from Europe, Asia, and South America.

Distributive: Dist:INT or SOC; WCult:NW

## **Native American Studies Program**

### **NAS 30.24 - Sound Relations: Indigenous Musical Perspectives**

This course brings Indigenous perspectives to studies of music and sound using the overarching theme of relationality, focusing primarily on Indigenous communities in what is now known as the United States and Canada. In many Indigenous communities, reciprocal relationships between human and more-than-human entities—including land, water, deities, animals, and plants—are the foundation for culture and being in the world. Music and sound are often an important part of these relationships. Additionally, Indigenous conceptualizations of music and sound challenge western understandings of music as an object, a text, a background, a leisure activity, and something restricted to those with “natural” talent. Rather, Indigenous music and sound are frequently active agents, fundamental components of protocol, repositories for knowledge, and practices of a wide variety of people in the community. How does music enact relationships? How can music be used to violate

relationships, and how can music repair them? What does it mean to be in “good relation,” and how does music play a role? Previous knowledge of music is not required.

Distributive: Dist:ART; WCult:NW

### **NAS 30.25 - Introduction to Indigenous Languages**

This is a hybrid course that will combine elements of independent study with seminar-style discussion. Students will design a plan for deep and meaningful engagement with their target language and discuss relevant methodologies and case studies. Recognizing the particular urgency and challenges many learners of indigenous language face, the course will cover methodologies, strategies for language learning, as well as the opportunities and constraints to equip students as indigenous language learners.

Distributive: Dist:SOC; WCult:NW

## **Philosophy**

### **PHIL 16.04 - Kant’s Theoretical Project**

This is a course in the foundations of Kant’s entire philosophical project, with special focus on themes that are central to the *Critique of Pure Reason*. Discussions may include the nature of reflexive critique, the role of faculties in such a project, Kant’s response to skepticism, the nature and status of logic, Kant’s philosophy of mathematics, transcendental idealism, Kant’s identification and justification of the most basic categories of our thought, and the role of reason in inquiry.

Distributive: Dist:TMV; WCult:W

### **PHIL 19.04 - American Pragmatism**

This course will be examination of the origins and development of Pragmatism as a distinctly American school of thought developing novel approaches to thinking about knowledge, truth, the role of metaphysics in philosophy, religion, and aesthetics. The course will cover such thinkers as W.E.B. Du Bois, William James, C.S. Pierce, John Dewey, and Jane Addams, and may also examine how these thinkers influenced future generations through more contemporary neo-Pragmatist thinkers.

Distributive: Dist:TMV; WCult:W

### **PHIL 28.03 - 20th Century Existentialism**

This course studies the twentieth-century existentialist tradition of philosophy, focusing on questions about the nature of human existence, anxiety, authenticity, bad faith, freedom, responsibility, death, our relationship to others and to our own bodies, and features of our experience that arise in virtue of being racialized or gendered. Central philosophers in this tradition include Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, and Franz Fanon,

and we may also examine works of literature or film that illustrate these ideas.

Distributive: Dist:TMV

### **PHIL 31.09 - Metaphysics of Race**

Are human races social or biological? Do races have essences? Why does race have such a grip on our identities and on who holds power in society? This course examines the social construction of race as well as how racial categories interact with human biology and psychology. Racial categories, undoubtedly, impact people's lives. We shall investigate what these racial categories really are and whether we can (or should) eliminate them for a more just society.

Distributive: Dist:TMV

### **PHIL 38.04 - Markets, Justice, and the State in the History of Political Thought**

This course surveys the views of some important figures in the history of political philosophy and political economy about markets, justice, and the state. We will focus on Plato, David Hume, Adam Smith, Jean-Jacques Rousseau, and G.W.F. Hegel, though we will look at some contemporary work as well.

Distributive: Dist:TMV

### **PHIL 50.38 - Epistemologies of Oppression, Ignorance, and Resistance**

This course will survey epistemological questions that are centered around epistemic oppression, ignorance, and resistance, including: How can we define oppression, ignorance, and resistance? What epistemic harms, wrongs, and/or advantages do oppression, ignorance, and resistance give rise to? What forms of resistance can be used to counter epistemic injustices and oppression? What alternative epistemologies should we consider?

Distributive: Dist:TMV

### **PHIL 80.30 - Theories of Judgment**

This course examines historically important theories of judgment through a contemporary lens. In what sense is judgment an act? How does judgment relate to assertion, belief, and knowledge? Is judgment a unifying act of synthesis? Or can we judge by taking an attitude toward a single object? How does a judgment such as 'the cat is on the mat' differ from a mere collection such as {'cat', 'mat', 'on top of'}? Traditional theories of judgment span topics that today fall into the philosophy of mind, epistemology, philosophy of logic, and metaphysics. Some instances of this course will focus on contemporary theories. Historical figures may include Plato, Aristotle, Descartes, Arnauld, Leibniz, Kant, Fichte, Bolzano, Brentano, Mill, Husserl, Frege, and Russell.

This advanced seminar is designed to be a culminating experience for majors in Philosophy, although properly qualified students in other disciplines may also be admitted.

Distributive: Dist:TMV

## **Physics and Astronomy**

### **PHYS 22 - Applied Mathematical Methods for Physicists**

This course surveys two of the most important areas of mathematical physics: linear algebra and the theory differential equations. Topics from linear algebra include complex numbers, systems of equations, matrices, vector spaces, and the eigenvalue problem. Topics from differential equations include linear differential equations, homogenous and non-homogenous differential equations with constant coefficients, and partial differential equations (separation of variables). The application of these techniques to problems in physics and astronomy will be emphasized. Not open to students who have received credit for Phys 82.02

Distributive: Dist:SCI

### **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.

Distributive: Dist:SLA

## **Psychological and Brain Sciences**

### **PSYC 50.15 - Sleep and Sleep Disorders**

Sleep is a bodily function that is preserved among all animal species. Sleep is essential for life and optimal functioning. This course will examine the neuroanatomical and neurophysiologic underpinnings of sleep. Normal and disordered sleep will be discussed. The pathologic processes that disrupt normal sleep and lead to disordered sleep in human beings will also be examined. The consequences of disordered sleep, inadequate sleep or poor-quality sleep on individuals and society as a whole will be discussed.

Distributive: Dist:SCI

**PSYC 53.15 - Positive Psychology and Resilience**

This course will provide an overview of the field of Positive Psychology. Students will be provided with opportunities to learn theory and research pertaining to the psychology of human strengths, assets, abilities, and resilience. Recent empirical research will be reviewed, and students will be asked to apply the information in written assignments and class discussion. Topics will include: subjective well-being and positive emotions; optimal performance; personal fulfillment; optimal medical health; resilience; emotional intelligence; creativity; optimism; hope; self-efficacy; goals and life commitments; wisdom; humility/ compassion/ altruism; forgiveness; gratitude; love; moral motivation and the virtues (strengths of character); intrinsic motivation and flow; social support; positive coping; spirituality, meaning and purpose in life; the civic virtues (altruism, volunteerism, “prosocial” behavior).

Distributive: Dist:SOC

**PSYC 62 - Principles of Human Electrophysiology: Using Brain Waves to Understand the Mind**

The goal of this course is to provide an introduction to the methodologies of human electroencephalogram (EEG) and event-related potentials (ERPs). The course will cover what EEG is (i.e., what type of brain signals we are measuring and how), how to design ERP experiments, how to prepare an EEG subject and record data, basic EEG and ERP analysis such as artifact rejection, filtering, and computing ERPs. The class will also cover how to present ERP data and interpret ERP components.

Distributive: Dist:SLA

**PSYC 83.09 - Neurobiology of Social Intelligence**

A deep understanding of any social species requires understanding why and how brains interact. This course will examine the neurobiology of human social intelligence taking an evolutionary, comparative, game-theoretic, computational, developmental, pathological, and a newly emerging neurobiological stance.

**PSYC 84.06 - Organizational Psychology**

How do some organizations unleash remarkable creativity, teamwork, job satisfaction, and performance, while others struggle, stagnate, become toxic and/or fail? Through active engagement with case studies, simulation challenges, external experts, and project-based learning we will find out. This seminar will explore how the attitudes, motivations and behavior of individuals and groups affect organizational performance, and the psychological science that helps explain why. We will discover how the best leaders use their power and influence to shape their organization’s culture and build organizational systems that place the right talent in the right roles, empower high-performing teams, improve processes, develop capabilities,

and reward the right behaviors. Students will derive practical science-based insights they can use to strengthen the teams, clubs, and organizations to which they belong.

Distributive: Dist:SOC

**Quantitative Social Sciences****QSS 30.22 - Computational Comparative Literature**

There are around 7,000 languages spoken across the world, yet only 500 of these are used in the digital world and even fewer are supported by fundamental digital infrastructures. Computational methods for analyzing language are being implemented across a growing range of domains, but do those methods work equally well for all languages? How transferrable are computational text analysis methods across languages and contexts? In this course, we will apply insights from cultural studies and comparative literature to investigate how history, language and culture shape our digital practices. In addition, we will consider the new possibilities and specific challenges of working with digitized texts and computational methods to analyze modern languages and literatures. No prior experience of programming, statistics or literary theory and criticism is expected.

Distributive: Dist:INT or LIT

**Religion****REL 8.01 - Transformative Spiritual Journeys. Contemporary Memoirs of African American Religion**

This course presents African Americans who have created religious and spiritual lives amid the variety of possibilities for religious belonging in the second half of the twentieth century and the early twenty-first century. By engaging an emerging canon of autobiographies, we will take seriously the writings of theologians, religious laity, spiritual gurus, hip hop philosophers, LGBT clergy, religious minorities, and scholars of religion as foundational for considering contemporary religious authority through popular and/or institutional forms of African American religious leadership. Themes of spiritual formation and religious belonging as a process—healing, self-making, writing, growing up, renouncing, dreaming, and liberating—characterize the religious journeys of the African American writers, thinkers, and leaders whose works we will examine. Each weekly session will also incorporate relevant audiovisual religious media, including online exhibits, documentary films, recorded sermons, tv series, performance art, and music.

Distributive: Dist:TMV; WCult:CI

**REL 59 - Topics in Comparative Religions**

Courses under this rubric compare themes from religious traditions and spiritual practices around the world, including perspectives from Buddhism, Islam, Judaism,

Hinduism, Christianity, indigenous religions, and other cultural movements. Sample topics include Compassion, Violence, Nature, Loss, and Leadership. Students may take multiple courses under this rubric. Open to all.

### **REL 59.01 - Compassion: Religion, Giving, and Care**

What inspires care for others? Is it possible to give, expecting nothing in return? This intermediate-level course explores how people approach care across global contexts. We particularly examine how religions influence virtues of compassion, generosity, and altruism. In defining these virtues, we also investigate how religions inform cultural understandings of suffering, happiness, power, responsibility, self and other. Our course materials include philosophical and anthropological texts intersecting Hinduism, Islam, Buddhism, Judaism, Christianity, Santeria, and indigenous traditions.

Distributive: Dist:TMV

### **REL 74.18 - Judaism and Ecology**

Tracking between ancient, medieval and modern texts, we will consider the rise of Jewish “environmentalism” in the late 19th and 20th centuries, both as theory and practice, and the changing place in Judaism and Jewish life of themes such as agriculture, animals, nature, pantheism and anthropocentrism. The course offers a window into central but often marginalized aspects of Judaism and Jewish culture and society as they changed over the centuries; familiarity with some of Judaism’s major texts; a survey of some vital features of contemporary Jewish life and Jewishness.

Distributive: Dist:SOC; WCult:W

## **Russian Language and Literature**

### **RUSS 38.17 - Modern Russia and its Culture: Historical Roots and Global context**

This course examines modern Russia and its culture in a historical and global context. By focusing on Russian culture, socioeconomic issues, and geopolitical affairs of the late-20th and 21st century, we will discuss the impact of history on Russia’s present, on Russian consciousness and identity, and on the major trends in Russian society and politics. We will analyze how Russia demonstrates power and presents itself around the world, and how it is perceived by others.

Distributive: Dist:LIT; WCult:W

### **RUSS 38.18 - Taboo Russia: Sex, Body, and Politics**

Sex and nonnormative sexuality have always been taboo- weapons in Russia in fight against cultural and political opponents, reinforcing the ‘us-them’ dichotomy (Russia-West; underground-official; regime-opposition). This course outlines the development of cultural and sociopolitical taboos in Russia through different historical

periods and examines how the (un)official discourses about sex and the body changed or persisted over time: from bawdy folklore to Pushkin; from fin-de-siecle libertinage to Soviet anti-sexuality; from late/post-Soviet hypersexuality to taboos in Putin’s Russia.

Distributive: Dist:SOC; WCult:CI

### **RUSS 38.19 - The Good Doctor: Anton Chekhov and the Healing Arts**

The great Russian writer, Anton Chekhov (1860-1904) is not only credited with pioneering the modern short story form and inventing modern theater, but he was also a beloved and practicing doctor. Chekhov’s works can be read as a guide to the non-medical healing arts, including humor, adventure, compassion, and art itself. We will draw on his works, as well as on Chekhov’s own epistolary advice, with the goal of learning “how to write like Chekhov.”

Distributive: Dist:LIT; WCult:W

### **RUSS 38.20 - Poetry After War**

The course will focus on poetry written after catastrophe, that takes on the impossibility of speaking and using language . We will read poets who lived through the fall of totalitarian regimes and the Holocaust, as well as later poets who sought to work through this trauma in order to recover language for writing. We will also examine work by poets who are grappling with the catastrophic failure of language in today’s war in Ukraine.

Distributive: Dist:INT or TMV; WCult:W

### **RUSS 38.21 - Topics in the History of Translation and Censorship: Ukraine in Western European National Contexts**

Translation in Ukraine has been inseparable from the formation of modern Ukrainian language and from the national identity of the Ukrainian people as a European nation. For this reason, translation has been a target of censorship and control, both in the Russian empire and later in the Soviet Union. In this course, we will use Ukraine as a case study to trace and discuss the relationship between translation and censorship over several centuries. We will begin with the appearance of Ivan Kotliarevsky’s travesty of the *Aeneid* in the late 18th century, continue on to the 19th-century national Romanticism and the tumultuous 20th century, with such landmark events as the Ukrainian War of Independence, the rise and collapse of the Soviet Union, and the foundation of Independent Ukraine in 1991. This long view is crucial to understanding the current moment. In the 30 years of Independence Ukrainian translation of the literary, religious, and media discourses has played key roles on the battlefield between reactionary colonial mentality and nation-building postcolonial revision of Ukrainian identity. As a former colony of the Tsarist

Russian Empire and the Bolsheviks' Soviet neo-empire, Ukraine remains of primary significance for Russia's Eurasian project today, and translations appear to be a mighty weapon in the present-day information wars.

Distributive: Dist:SOC; WCult:W

### **RUSS 38.22 - Language Ideologies in Literary and Media Translation**

Our focus in this course will be on translation as an ideological weapon, with the capacity for far-reaching misrepresentation of key political and cultural concepts and messages. Such misrepresentation has proliferated in recent times, not least through translations that have been mediated by the Russian language or through deliberately misleading translations. We will use tools including corpus linguistic approaches, pragmatics, and theories of discourse to provide a new perspective on language ideologies.

Distributive: Dist:SOC; WCult:W

### **RUSS 50.03 - Twentieth-Century Russia**

An examination of major developments and problems in twentieth-century Russian history with particular attention to the consequences of the October Revolution, Leninism, civil war and its impact, politics and society during the New Economic Policy of the 1920s, the formation of the Stalinist system and its historical legacy, the Krushchev era, the Brezhnev years of "stagnation," Gorbachev's perestroika and the problems of transition to a law based on democratic and open market system of the Russian Federation, the successor state to the Soviet Union. Open to all classes.

Distributive: Dist:SOC; WCult:W

### **RUSS 71 - Advanced Seminar in Russian Culture**

In these seminar courses, advanced learners and native speakers of Russian have an opportunity to read in the original and to study in depth works that are central to Russian intellectual history and literary tradition. Topics vary from year to year and may concentrate either on individual authors (Pushkin, Chekhov, Gogol), or a period (Middle Ages, The Silver Age, the Post-Soviet era), or a phenomenon (Russian Humor, Popular Culture, Utopianism). The course is conducted in Russian.

Distributive: Dist:LIT; WCult:W

### **RUSS 71.01 - Media Research and Creative Writing in Russian**

In this class, we will conduct a collaborative research and writing project. The result will be an epistolary novel (a novel in letters) written by our class entirely in Russian. The setting of the action is going to be contemporary Russia with the context for the letters encompassing all spheres of everyday Russian life.

Distributive: Dist:LIT; WCult:W

## **Sociology**

### **SOCY 24 - The Impact of Poverty on Education**

Rising income inequality is undermining the ability of public K-12 schools to meet a foundational goal: to provide children from impoverished areas the opportunity to succeed. This course focuses on the forces that have translated the growing income gap into a growing education gap. We will examine primary research from various fields that details how poverty affects developing children, families, neighborhoods, and schools in ways that go on to affect educational outcomes. We will also consider how interventions strategically targeted at these contexts can improve the educational success of children growing up in poverty.

Distributive: Dist:SOC

### **SOCY 49.25 - 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

### **SOCY 49.26 - 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

### **SOCY 49.27 - Transnational Feminist Sociology**

How does globalization reconstitute the positions of workers and subjects on the global margins? How do the intersections of gender, race, class, sexuality, citizenship, and religion play out in the context of transnational and global power dynamics?

To answer these questions, we turn towards contemporary transnational feminist scholarship in sociology, anthropology, geography, and ethnic studies. Such perspectives are rooted in Black, Latinx and Third World feminist activism and scholarship that have begun the important work of decolonizing histories from the traditions of imperial dominion and white supremacy. In studies of globalization, these works point to critical interventions in understanding the modern world through frameworks of global and racial capitalism, neoliberalism, nation-building, and Western imperialism.

These transformative studies examine how global political and economic processes shape and is shaped by racial, gender, and sexual relations and furthermore how the continued exploitation of racialized and gendered bodies around the globe produce/reproduce the international division of (re)productive labor. Departing from top-down models of globalization that are often discussed in other courses, this class will center and honor the voices of women and minoritarian workers on the peripheries of global society to understand to how global capitalistic institutions, particularly, workplaces and government are intimately intertwined on the ground. In doing so, we not only interrogate the racialized, gendered, and social dis(locations) of social actors and subjects under neoliberal economic globalization but also identifying forms of feminist resistance and agency that can shift racial and gender power dynamics across time and space.

This class invites us to think relationally, historically, dynamically and use intersectionality as a lens to critique the power exercised by global institutions, corporations, and political processes. By grounding our analysis in the perspectives of women and minoritarian subjects, we can think about new ways forward in building cross-cultural solidarities and coalitions that can inspire abolition and expand concepts of liberation around the world.

Distributive: Dist:INT or SOC; WCult:NW

### **SOCY 76 - Race, Power, and Politics**

This course sets out to understand race and ethnicity as the product of, as well as a basis for, political struggles. The conventional sociological understanding of race and ethnicity focuses on difference. That is, although sociologists take pains to argue that racial and ethnic differences are socially constructed, the vast, long-standing inequality among racial and ethnic groups make it very tempting to perceive the status quo as inevitable, if not natural. In order to counter this trend, we have to center the concept of power and trace how racial and ethnic divisions came to emerge from the political struggles of the past. And in doing so, it is crucial to understand not only successes but also failures of white supremacy—namely that non-whites have always disrupted workings of the dominant system, sometimes through electoral politics and other times through direct action.

Distributive: Dist:SOC; WCult:W

### **SOCY 77 - The Power of Numbers: How Data and Algorithms Shape the World**

While statistics and quantitative data are increasingly becoming important components of our lives, the specific social processes through which they are engineered remain elusive to many of us. We learn math, statistics, and quantitative methods in classes, but most often those courses glance over the social contexts in which the technology of numbers was developed. In this course, we trace the development of statistics and quantitative analysis through modern times in an attempt to understand how they have been used and perceived in society. We also address recent controversies surrounding their implementation in businesses and government institutions, especially in relation to algorithmic decision making. In the process, we will establish that statistics and quantitative data are not just abstract, formal tools whose meanings are absolute and obvious, but that they are social constructs embedded in particular institutions, such as the state and market.

Distributive: Dist:SOC

### **SOCY 79.13 - 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

## Spanish and Portuguese Languages and Literatures

### **PORT 61.03 - The Short Story in the Lusophone World Literatures**

This course introduces students to the fundamentals of the genre and, through an attentive reading approach associated with trends in literary criticism, directs the discussion on the diversity of topics focused on representative short stories from the Lusophone World Literatures. The selections include the eight Portuguese-speaking countries (Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, Sao Tome and Principe, and East Timor), as well as the former Portuguese overseas territory of Goa (India), the last Portuguese Empire Colony, Macau (China), and Lusophone communities in the United States, Canada, and Japan.

Distributive: Dist:LIT; WCult:NW

### **SPAN 5.03 - LSA Santander I**

Taught in the context of the Language Study Abroad program, this course in Hispanic culture reinforces listening, reading, speaking, and writing skills in Spanish. The thematic focus is on local and regional art history, with special emphasis on the city as a dynamic form of cultural production through time. Attending to political, social, economic, and religious contexts, the course features brief presentations by local personnel as well as relevant field trips. Assignments include conversation, writing projects, oral presentations, and a final course examination.

Distributive: WCult:W

### **SPAN 6.03 - LSA Santander II**

Taught in the context of the Language Study Abroad program, this introductory course in Hispanic literature strengthens listening, reading, speaking and writing skills in Spanish. The reading materials are selected to help students develop their analytical strategies as well as to expose them to relevant cultural issues and major figures of the region in which they are studying. Assigned work may include brief research papers, oral presentations, a mid-term exam and a final course examination.

Distributive: Dist:LIT; WCult:W

### **SPAN 50.06 - Framing Ecology and Gender**

At a time when women from Argentina to Mexico are at the forefront of a transnational fight for environmental justice, this course focuses on Latin America to explore how images of these struggles and others circulate and inform our perception of ecological crisis. As we study a range of media, we will attend to the ways in which visual objects illuminate the imbrications of gender and environment in order to investigate problems such as extractivism and neocolonialism. Concentrating on film, photography, television, visual art, and graphic novels, we will consider the potential of images to challenge, resist, or perpetuate environmental devastation and the concomitant marginalization of women and LGBTQIA persons. Whether by exposing the toxicity of agribusiness in the Amazon or foregrounding enduring connections between heteronormativity and colonialism, the media and critical texts we will examine ask us to notice the inseparability of social and environmental violence. As we pay special attention to ecofeminism and the activism of Indigenous women across Latin America, we will search for new perspectives that allow us to imagine alternatives to capitalist environmental exploitation. This course is taught in English.

Distributive: Dist:ART; WCult:NW

## Studio Art

### **SART 17.17 - Handmade Cinema**

“This course will explore non-conventional, artisanal modes of experimental and avant-garde cinema that focus on the materiality of moving image media formats. By utilizing a variety of techniques--direct image and sound manipulation on 16 mm film, hand-processing, ray-o-grams, animation, special effects, and live-projector performance--students will gain total filmmaker toolsets through constructing a series of exercises that will screen publicly. In addition to producing personal projects, students will complete a series of short papers that build upon our screenings, readings, and discussions to locate handmade cinema within historical and cultural contexts.”

Distributive: Dist:ART

### **SART 17.24 - What is Architecture? 10/10**

This course focuses on addressing the question “What is Architecture?” within the context of liberal arts education, through topics such as: light and the immaterial, details and processes of making (craftmanship), structure and engineering, materiality and resources (site-specificity), form, interdependence and symbiosis, composition and systems, representation, future practices, among others. It

consists of 10 lectures and 10 relevant exercises/small projects. Students are expected to actively participate in the course through presentations, discussions, and the design exercises. Students will work individually and in teams. Supplemental course fee required.

Distributive: Dist:ART

## The John Sloan Dickey Center For International Understanding

## The Nelson A Rockefeller Center for Public Policy

### **PBPL 22 - Political Economy of Regulation**

This course examines the history, politics and economics of market regulation in the United States. Class discussions will focus on the arguments for and against state intervention in the market. We will also explore the meaning of "market failure" and "government failure" in the context of financial markets, transportation, the environment, health care, and public utilities. Special emphasis will be placed on how regulation affects prices and why regulated firms may demand regulation. Students will be graded on class participation as well as original research.

Distributive: Dist:SOC

### **PBPL 40.01 - Modern Statistical Computing**

This course is meant to build upon your introductory programming course and to equip you with the computing literacy to conduct social science research in the age of "big data." This has two core components. First is learning the background tools (e.g., Github; Latex; working on the command line) to conduct transparent and reproducible research. Second is learning programming skills essential for social science in the big data era, with a focus on using Python for various applied tasks as well as R for tasks like data visualization and SQL for tasks like working with the relational databases that form the backbone of many real-world government and commercial datasets.

Distributive: Dist:TAS

### **PBPL 53 - Entrepreneurship and Public Policy Workshop**

The course will study entrepreneurship as both a strategic logic and a social fact. Students will simulate the business planning process in teams; and, as a class, they will consider public policy from the perspective of entrepreneurs—that is, consider why officials must understand the strategic questions aspiring entrepreneurs ask if government is to propose investment, standards, and regulations that encourage business development. Students will also benefit from a weekly lecture by a guest speaker.

Distributive: Dist:SOC

### **PBPL 82.08 - Field Research Methods: Methods and Practice**

This course prepares Dartmouth students to undertake field research to answer a substantive policy question. Skills covered will include survey design, data analysis, stakeholder interviews, participant observation, literature review, and community-engaged research methods. This course is designed to prepare students to conduct independent field research in domestic or international settings. As part of the course, students will participate in the design of a field research project in rural Northern New England.

## Theater

### **THEA 10.64 - Feminist and Queer Africa on Stage & Screen**

This course explores representations of feminist and queer Africa in theatre, dance, and film. How do female-identified, nonbinary, and/or queer African artists use creative expression to navigate and challenge neocolonial, heteropatriarchal regimes and advance ideas of LGBTQIA rights and gender equality? Although several countries will be considered during the term, Kenya and Uganda receive a particular emphasis. All students are welcome; no prior knowledge of Africa and/or theories of gender and sexuality are needed.

Distributive: Dist:ART; WCult:NW

### **THEA 10.68 - Staging Rebellion. Dissidence in Latinx American Theatre**

This course follows the history of theatre in the Latinx Americas (encompassing a hemispheric approach) for social change. Students will learn about Theatre of the Oppressed, guerilla theatre in all its forms used throughout Latin America and Latinx communities, playwrights writing about social justice issues, and activist performance. We will focus on plays and performances that have as their central theme rebellion and the rebel as we question the nature of rebellion, its manifestations, and consequences.

Distributive: Dist:ART; WCult:NW

### **THEA 10.84 - Performing Histories, Performing Us**

*Performing Histories, Performing Us* is an interactive course, taught by scholar artist, Dr. Monica White Ndounou, with a residency component with actor/writer/director Roger Guenveur Smith. The course utilizes performance as a tool to interrogate, examine and explore the concept of history, particularly at

the intersection of culture and performance. This course uses traditional and nontraditional archives and multiple platforms to illuminate the possibilities for performing histories; performing us.

Distributive: Dist:ART; WCult:CI

## Womens Gender and Sexuality Studies

### WGSS 1 - Intersections

How have identity and difference formed our experiences and understandings of ourselves, the world we inhabit, and the world we envision? Students will investigate the categories sex, gender, sexuality, race, class, citizenship, and ability, how they are socially and historically constructed and in relation to one another. Students will be introduced to foundational concepts and theories to the study of women, gender, and sexuality, including canonical texts of Black and women of color feminisms, queer studies, transgender studies, disability studies, and transnational feminism. Students will explore contemporary issues in feminism, including reproductive justice, disability justice, carceral feminism, sexual violence, and transformative justice in the context of neoliberalism and empire in U.S. and global contexts. This introductory course is designed for prospective WGSS majors/minors but open to all.

Distributive: Dist:SOC; WCult:CI

### WGSS 3 - Global Race x Global Migration

The racialized migrant is the dominant figure in contemporary global capitalism. This figure represents the contradiction at the heart of planetary dynamics, and is increasingly the node on which politics, economy, and culture turns. What would it mean to read the history of the globe from the figure of the racialized migrant? This course breaks away from the disciplinary categories and cartographies of area studies while pushing beyond Western racial epistemologies that have bracketed the study of migration and race. Instead, we attend to migration's "corridors" "zones," "circuits" and "ecologies" to understand the ways that race and contemporary mobility are made—across various terrestrial, aqueous, and aerial spaces—always in relation to the layered histories of colonial, imperial, and global formations.

Distributive: Dist:INT or SOC; WCult:CI

### WGSS 12 - Feminist and Queer Theories and Methods

How do feminist, queer, and racialized minoritarian subjects produce knowledge about inhospitable worlds, often against the limits of what is sayable, knowable, and thinkable? What makes a reading practice, text, or act feminist or queer? What makes critical knowledge critical? These are the questions that will guide our seminar on feminist ways of knowing. We work from two premises: knowledge is political, and theory helps us make sense of

as well as transform the world. Each week is organized around a set of keywords and questions. The first half of the course builds a foundation in contemporary Western feminist and queer theory. We will explore gender, race, sexuality, difference, identity, subjectivity, bodies, temporality, and affect, among others. The second half of the course shifts to epistemology and methodology – what we know, how we know, and how we produce knowledge – as sites of contestation. Throughout the course, we will read texts engaging with ethnographic, visual, cultural, and historical analysis to become familiar with a variety of modes of knowledge production and interdisciplinary methods.

Distributive: Dist:SOC; WCult:CI

### WGSS 66.11 - Black Elegies

This course is structured around iterations of black grief within, but mostly beyond the genre of poetry. What curator Okwui Enwezor calls the contemporary "emergency of black grief" is over four centuries old. We will explore modes of release from black cultural producers who attend to the multiple losses sustained by black subjects. The resulting productions span the range of representation from dance, painting, photography, music, film, and craftwork. The course will be organized around three parts, each focusing on the sensorial: *Sight*, *Sound*, and *Touch*. Together we will consider what it means to mourn in an antiblack world resistant to acknowledging the violences endured by black subjects in the United States and beyond its borders.

Distributive: Dist:LIT; WCult:CI

### WGSS 66.12 - Gender, Performance, & Healing

If the turn of the 2010s saw an uptick in conversations about self-care in the United States, the 2020s has ushered in a spate of discussions on the topic, often blurring the borders between academic and public platforms. But what exactly might 'care' look like and for whom, particularly across labor intensive practices like higher learning, scholarly productivity, and community organizing? Across struggles for political liberation, how have racialized artists of various genders turn to performance, broadly conceived, as a way to experience self-care, collective repair, and meaningful healing? This course charts interdisciplinary formations and performative happenings that center notions of care, repair, liberation, and healing in the lives of communities of color and allied peers. Highlighting interlocking issues related to gender, sexuality, race, disability, and economics, we will mine live performance, staged plays, body art, land art, literature, spoken word, digital publics, and theoretical discourse. Over the course of 10 weeks, we will examine disciplinary methods, political investments, activist gestures, and everyday aesthetics that together may come to define aesthetic acts of care and healing. This query seeks not so much to account for what healing is, but what notions of healing

can do at the intersection of performance and deviant identities. As such we will consider the inherent paradoxes—limits and inevitable ruptures—of performance as healing while seeking to conjure fierce possibilities for liberatory performance today. Across our discussions we will mine the fields of Black feminist thought, Lantinx feminisms, performance studies, visual cultures, and queer of color critique. Additionally, students will have the opportunity to devise their own creative acts of care and/or original performances bent towards healing.

Distributive: Dist:ART; WCult:CI

### **WGSS 66.13 - 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

### **WGSS 66.14 - Gender and Family Issues in Modern Economies**

This course examines the changing economic roles of women and men in modern economies and the trade-offs faced by households. The origins and persistence of these trade-offs are analyzed through the lenses of economic models. The ultimate objective is to provide you with the tools to critically address a wide range of real-world questions related to gender and family. For instance: How have technological changes in the home and the market transformed families? In what ways are families in the US becoming increasingly stratified? What forces led married women to enter paid employment? What forces might lead them to “opt-out”? What is the rationale for paid parental leave? Why some firms offer it? Should they?

Prerequisite: ECON 001

Distributive: Dist:SOC

### **WGSS 66.15 - Feminist and Queer Africa on Stage & Screen**

This course explores representations of feminist and queer Africa in theatre, dance, and film. How do female-identified, nonbinary, and/or queer African artists use creative expression to navigate and challenge neocolonial, heteropatriarchal regimes and advance ideas of LGBTQIA

rights and gender equality? Although several countries will be considered during the term, Kenya and Uganda receive a particular emphasis. All students are welcome; no prior knowledge of Africa and/or theories of gender and sexuality are needed.

Distributive: Dist:ART; WCult:NW

### **WGSS 66.16 - Transnational Feminist Sociology**

How does globalization reconstitute the positions of workers and subjects on the global margins? How do the intersections of gender, race, class, sexuality, citizenship, and religion play out in the context of transnational and global power dynamics?

To answer these questions, we turn towards contemporary transnational feminist scholarship in sociology, anthropology, geography, and ethnic studies. Such perspectives are rooted in Black, Latinx and Third World feminist activism and scholarship that have begun the important work of decolonizing histories from the traditions of imperial dominion and white supremacy. In studies of globalization, these works point to critical interventions in understanding the modern world through frameworks of global and racial capitalism, neoliberalism, nation-building, and Western imperialism.

These transformative studies examine how global political and economic processes shape and is shaped by racial, gender, and sexual relations and furthermore how the continued exploitation of racialized and gendered bodies around the globe produce/reproduce the international division of (re)productive labor. Departing from top-down models of globalization that are often discussed in other courses, this class will center and honor the voices of women and minoritarian workers on the peripheries of global society to understand to how global capitalistic institutions, particularly, workplaces and government are intimately intertwined on the ground. In doing so, we not only interrogate the racialized, gendered, and social dis(locations) of social actors and subjects under neoliberal economic globalization but also identifying forms of feminist resistance and agency that can shift racial and gender power dynamics across time and space.

This class invites us to think relationally, historically, dynamically and use intersectionality as a lens to critique the power exercised by global institutions, corporations, and political processes. By grounding our analysis in the perspectives of women and minoritarian subjects, we can think about new ways forward in building cross-cultural solidarities and coalitions that can inspire abolition and expand concepts of liberation around the world.

Distributive: Dist:INT or SOC; WCult:NW

### **WGSS 66.17 - Labors of Love: Mothering in Chicana/Latina and Asian American Communities**

The practice of mothering is too often deemed a universal, innate experience that binds women together across time and space. Yet motherhood shares an intimate relationship with shifting, culturally specific histories of colonialism, nationalism, militarism, and more recently, globalization. Motherhood, and social reproduction more broadly, has served as a critical domain of power and knowledge production in these contexts. Because the experience of mothering connects the intimate experiences of individuals to larger structures and forces, and because reproduction is such a fundamental (if varied) biological and social experience, the topic lends itself especially well to comparative analysis.

This specific course employs the framework of mothering to compare the experiences of two communities constructed as “foreign” to the United States: Chicana/Latina and Asian Americans. In situating motherhood as an ideological and cultural construction rather than a universal or natural phenomenon, we will compare closely affiliated histories of miscegenation, transracial adoption, domestic migrant labor, and assisted reproduction across the Americas and the Asian diaspora. How are these phenomena given especially potent life in Chicana/Latina, Asian American, and Asian diasporic cultural representations such as literature, documentary film, and television? In analyzing major scholarship and theories about mothering alongside these cultural texts, we will learn how differing notions of motherhood have been constructed, contested, and negotiated.

Distributive: Dist:INT or LIT; WCult:NW

### **WGSS 66.18 - Hybrid Literatures, Hybrid Selves: Asian American and Asian Diasporic Productions**

“Hybridity” often describes the blend of different elements and themes from multiple literary genres. In *Immigrant Acts*, Lisa Lowe defines “hybridity” as “the history of survival within relationships of unequal power and domination” (67). According to Lowe, multidimensional lived experiences and survival strategies emerge when we investigate the antagonisms and alliances of empire, state, and capital. As a result, “hybridity” does not only gesture to multigenre literature, but also to the intersectional identities and complex lived experiences we hold, the emergence of polyvocal, multisensory, and experimental productions, performances, and utterances we create as a testament to survival. Together, we will explore Asian American and Asian Diasporic productions of “hybridity” and investigate how poets, writers, and artists create new worlds and alternate ways of being through art and thought.

Distributive: Dist:ART; WCult:CI

### **WGSS 66.19 - Eroticism, Love and Sensuality in Hispanic Film**

The contemporary topics to be studied in this course should be approached with an open mind and with the willingness to challenge our prior knowledge of the concepts. In order to do so, critical thinking is of the utmost importance. In this context, critical thinking implies the ability to question and destabilize most—if not all—of our preconceived ideas about eroticism, love, and sexuality that are no longer functional, i.e., that do not help us better understand society and our fellow citizens. As we explore a variety of subfields within contemporary Hispanic film, the course will offer you a set of conceptual tools that will help you deconstruct some of the symbolic foundations of our existence. The course will address a series of topics ranging from: identifying ways that “personal choice” sometimes poses as a way of implementing one, single, heteronormative, monogamous, sex/gender morally safe model of behavior; thinking about the historicity of the normative, the deviant, or the perverse; discovering that the intersectional framing of gender creates an avenue for strong political and existential alliances; and making sure that the identities that fall under the umbrella of the Queer Nation (LGTBIQ peoples) do not become a label of marginality but instead get universalized as a mode of praxis that expands those borders, hence our study of love in relation to monstrosity, ageing, queer identities, prostitution, and pornography under this paradigm.

Distributive: Dist:ART; WCult:W

### **WGSS 66.20 - Early Modern Literature and the History of Sexuality**

Throughout the twentieth century and especially since the 1970s, the literature and drama of the English Renaissance has provided a crucial archive for scholars studying the historical formation of sexuality, sex practices, and gender in pre-modern society. Shakespeare's sonnets, for example, with their erotic address to both a “sweet boy” (or “master-mistress of my passion”) and the so-called Dark Lady, remain a flashpoint. On the English stage, cross-gender identification and same-gender romance was a constant presence, while in the streets of London, “catamites,” “tribades,” or acts of “sodomy” were supposed to be completely absent—from the eyes of the law, at least. What can the poetry and plays of William Shakespeare, Amelia Lanyer, Christopher Marlowe, Margaret Cavendish, John Donne, or Katherine Phillips teach us, not only about the historically-distant practices of the past, but about our methods, theories, terms and changing paradigms for studying such topics today? What does it mean to read imaginative literature as an archive within an historically contingent body of knowledge? Students should prepare to engage with significant primary and secondary historical readings as well as the social theories of Michel Foucault, Eve Sedgwick, and others.

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