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NEW UNDERGRADUATE COURSE SUPPLEMENT 2019

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

To see new undergraduate courses, expand the "**New Undergraduate Courses**" folder on the left of the screen - new undergraduate courses will appear sorted by department/program.

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 2019.

African and African-American Studies

AAAS 21.10 - Race and Modernity: W.E.B. DuBois, James Baldwin, Lorraine Hansberry

This course will examine the classical works of three towering modern intellectuals: W.E.B. Du Bois, James Baldwin, and Lorraine Hansberry. We will wrestle with the rich formulations, subtle arguments, and courageous visions of three Black thinkers who continue to speak with power and passion to our turbulent times.

Distributive: Dist:LIT; WCult:W

AAAS 22.50 - Islam in America

Muslim Ban? Malcolm X? Enslaved Muslims? Hijab? This course is about Muslims in America, past, present, and future, and how American Islam is an extension of global Islam and the ways it is uniquely American. As we study religious identity and understandings of Islam in enslaved Muslim narratives, the civil rights movement, waves of immigration, pre- and post- 9/11, and the current Muslim ban, we pay close attention to theorizations of contested histories, race, gender, and class dynamics, intersectionality, model minorityhood, assimilation, discrimination, and Malcolm X's visit to Dartmouth College, the history and the significance of the Malcolm X murals in the Shabazz building.

Distributive: Dist:TMV; WCult:W

AAAS 24.50 - Contemporary Black Political Thought and the Modern World

In the era and "return" of mass political social movements, the question is perhaps *not* what is the most urgent political struggle of today; rather, what remains unheard, unseen, and unthought in the struggle for political freedom? This course seeks to familiarize students with the works of contemporary black political thinkers who have contributed to the rich theoretical developments and productive tensions in Black Studies, discourses on black resistance and freedom struggle, and political action itself. The course focuses on several key concepts—such as civic and social death, sovereignty, the collective unconscious, the radical imagination—as a way to examine notions of agency and the psychic life of racial violence, particularly in the context of the United States. What is the dream-work of Black freedom? And how do dreams of (black) freedom become realized and/or barred from larger socio-political, economic, and legal structures to the more abstract registers of language, aesthetics, culture, and the imagination? The course investigates the theoretical tenets

within contemporary Black Studies *as* critical theory, arguing that these are equally contributive to the continental philosophical tradition on questions of life, rights, civil society, and personhood.

Distributive: Dist:SOC; WCult:W

AAAS 31.10 - Dance Theatre of Harlem Workshop: The Hazel Scott Project, Artist as Activist.

Synthesizing aspects of cultural storytelling, theater, movement, activism and biography, this course is focused on the creation of new performance work. Students will have a rare opportunity to engage with the singular Dance Theatre of Harlem (DTH) during their summer residency at Dartmouth College as they begin original choreography of a performance work inspired by the legendary entertainer Hazel Scott. This course explores all elements of the new dance theater work, from the point of view of the choreographer as storyteller, to the business realities of running a major performance company. During THEA 10.57, students will also create and organize performances of their own movement-based biographical works.

Distributive: Dist:ART; WCult:CI

AAAS 31.50 - Black Theatre Workshop: The August Wilson Experience

Using legendary playwright, August Wilson's ten-play cycle of African Americans' experiences throughout American history as our inspiration, this course provides hands-on, experiential learning of acting, script analysis, and theatrical production. With no previous performance, design, or production experience required, students will read Wilson's plays and related commentary with opportunities to perform selected scenes from the Wilson cycle while exploring possibilities for design and technical elements. In this process-oriented course, students also learn basic acting techniques by strengthening observation and listening skills, risktaking, imagination, improvisation, concentration, exploration of self, voice, and body. Activities include textual analysis of Wilson's plays and related works as well as documenting and revising performance philosophy and process. While providing a safe space for exploring the roles we play in our daily lives and taking on the roles of others in given or imagined circumstances, students will learn widely accepted theories, practices, and terminology of the actor's craft in order to facilitate the practice, writing, and discussion of acting and producing Wilson's plays and others.

Distributive: Dist:ART; WCult:CI

AAAS 33.10 - Rituals of Breath: Black Performance and Resistance

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

AAAS 82.10 - Queer Literatures of Slavery

This junior colloquium asks how and why we might bring the perspectives and methods of queer studies to bear upon the history of slavery—and vice versa. We will examine questions of gender and sexuality, kinship and belonging, desire and the erotic, and history and futurity through readings in fiction, poetry, and drama alongside key works in the history of gender and sexuality, queer theory, and queer of color critique. Students will also develop critical

skills and strategies for producing scholarship in literary and cultural studies, culminating in an original research paper.

Distributive: Dist:LIT; WCult:CI

AAAS 90.10 - Modern Black Spiritualities

This advanced seminar places contemporary black religions at the center of the study of African-descended peoples. Through recent books in the ethnography of Africana religions, spiritual communities in Africa, the Caribbean, and North America that have established communities in the United States will constitute the focus of our course readings and anchor our weekly discussions. As an advanced seminar, our meetings will allow participants to interrogate the authors of these ethnographies. We will assess how these accounts have conceptualized the African diaspora and the vantages ("insiders" and "outsiders") from which they describe religious beliefs, practices, and institutions. Beyond considering the commonalities and distinctions in form and practice that characterize various African diasporic religious practices, participants will also work to understand the constructions of race and belonging, ethnic identity, gender, sexuality, class, and geographic location that affect the lives of black religious adherents.

Distributive: Dist:INT or TMV; WCult:CI

Anthropology

ANTH 15 - Political Anthropology

The political anthropology of non-Western societies raises basic questions concerning the nature of authority, coercion, persuasion, and communication in both small-scale and complex societies. Classical approaches to problems of freedom and order are challenged through examples drawn from various societies. Topics including the ideologies and language of political domination, revolution, wealth, and the transition to post-modern societies are assessed, as are factions, knowledge and control, state secrecy, state and non-state violence, and religious fundamentalism.

Distributive: Dist:INT or SOC; WCult:NW

ANTH 27 - Economic Anthropology in a Changing World

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

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

Distributive: Dist:SOC; WCult:NW

ANTH 50.30 - Human and Comparative Gross Anatomy

Human and Comparative Gross Anatomy is a laboratory class that offers undergraduate students the rare opportunity to learn anatomy through anatomical dissection. Students will work in small teams to dissect human body donors, with various other vertebrate animals also available for dissection and study. Cadaver dissection is the best method by which to learn about the structures of the human body, their integration, and, most importantly, variation among humans. This is an intensive course, requiring hours of study both in the lab and from texts, but it rewards you for those hours with a strong understanding of anatomy.

Distributive: Dist:SLA

ANTH 50.31 - Humanistic Medicine: Cultivating Compassion in Healers, Patients, and Cultures of Care

This course uses experiences of illness and efforts to heal as windows into what it means to be human. Grounded in an interdisciplinary, holistic approach, this course aims to build connections between humanistic inquiry, medicine, and diverse forms of care. The course is organized around three main themes: (1) Becoming a Doctor and the Culture of Biomedicine, (2) Exploring Disease and Illness, and (3) Building a Future of Compassionate Care. This course is relevant for students in a wide range of disciplines, including students pursuing clinical careers; students engaging with medicine and illness as writers or advocates; and students in the humanities and social sciences who are interested in exploring health, illness, and medicine.

ANTH 50.32 - Indigenous Religions in the Colonial Americas

This course is designed to introduce students to key themes in the study of the indigenous religions in the Americas since the arrival of European settlers. Major areas of discussion will include missionization, religious freedom and oppression, the emergence of new and hybrid spiritual movements, and contemporary traditions of activism and protest, in both North and Latin America.

Cross-Listed as: REL 3.01

Distributive: Dist:TMV; WCult:CI

ANTH 50.33 - Cartographic Encounters: Mapping Across Cultures

This course examines diverse practices of mapping across geographic and cultural contexts. We explore the roles that mapmaking has played in past and present societies as well as its futures. We experiment with a variety of applied mapping methods, using both analog and digital approaches. The course includes in-class labs, during which we will explore a different facet of cartography, including work in the Hood Museum on a dedicated exhibition to which students will contribute.

Distributive: Dist:INT or TMV; WCult:NW

ANTH 50.34 - Peoples of Oceania

This course is designed to provide an introduction to the traditional and contemporary cultures of Oceania: Polynesia, Micronesia, Melanesia, and Australia. Themes discussed in class will focus on the relationships between the religious, social, political, and economic systems that make up the vast and varied cultures of Oceania.

Distributive: Dist:INT or SOC; WCult:NW

ANTH 50.35 - The World Turned Upside Down: An Indigenous History of the Andes after the Spanish Invasion

This course will explore the tension between insiders and outsiders, colonizers and the colonized, Westerners and Natives. Students will examine not only what these tensions meant for the people of the Andes – in the countries of Peru, Bolivia, and Ecuador (and to a lesser extent Chile and Colombia) – but also in what ways similar phenomena occurred in North America and other parts of the world. Among other things, students will investigate differences between insider and outsider accounts, primary and secondary sources, history and archaeology, etc. – while acknowledging the strengths and limitations of these different sources and approaches.

Distributive: Dist:SOC; WCult:NW

ANTH 50.36 - Anthropology and Narrative: Life History, Oral History, and the Ethnographer's Story

This seminar aims to expand students' understanding of the power of storytelling in anthropology and to guide them in reading such stories with a critical eye. Students will have the opportunity to conduct their own life history projects as well as to produce a critical analysis of course readings or of texts of their own choosing.

Distributive: Dist:SOC; WCult:CI

Art History

ARTH 12.02 - Roman Architecture

Architecture played a central role in ancient Rome's ascent to imperial world power. Buildings like bathhouses, aqueducts and villas built around the Mediterranean basin helped spread Roman culture across both time and space; temples and shrines assured that Romans everywhere could pray to a common roster of gods; likewise, roads connected the cosmopolitan cities of the empire. In this class, we will look at the variety of built types, construction materials and building techniques that the Romans adopted from about 500 BC to 400 AD.

Distributive: Dist:ART; WCult:W

ARTH 17.06 - The Arts of the Middle Ages

This course explores the origins and development of medieval art and architecture across Western Europe. While arranged as a chronological survey, the lectures will focus on the role of artists, architects and patrons, the influence of pilgrimage and monasticism, and the cross-cultural impact of Islamic and Byzantine influences on the arts of medieval Europe.

Distributive: Dist:ART; WCult:W

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

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

ARTH 83.05 - Advanced Seminar: Art and the Law

This Advanced Seminar addresses legal issues that pertain to the sale, acquisition, display, ownership, and destruction of works of art. The topic is framed around two related questions: How does the special status of art, as a

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

Asian Societies Cultures and Language

Asian Societies Cultures and Languages

ASCL 40.04 - Advanced Chinese for Commerce and Economics

This course will improve students' four communication skills (reading, writing, listening, and speaking), with a particular emphasis on speaking and writing, while also introducing students to an array of authentic and relevant economy-related topics and materials in Chinese. Course materials will include essays, dialogues, business cases and newspaper articles, as well as supplementary audio-visual materials. Students will learn about the general economic and business environment in China, and will use the case study method to gain insights into the business models of specific, influential Chinese companies and international firms that have successfully entered the Chinese market. The course will further develop students' Chinese proficiency at an advanced level. The combination of textbook and supplementary readings, and topic-based knowledge beyond "pure language" will achieve the goal of enhancing both students' language ability and their understanding of the world of Chinese business.

ASCL 54.09 - The Vietnam War

This course examines the conflict which Americans call "The Vietnam War" as a major event in the 20th century histories of both the United States and Vietnam. In addition to exploring the key decisions made by U.S. and Vietnamese leaders, students will also learn about the experiences of ordinary soldiers and civilians. This course incorporates multiple American and Vietnamese sources and perspectives, and also investigates multiple

explanations of the war's origins and outcome. Open to all classes.

Distributive: Dist:INT or SOC; WCult:W

ASCL 54.10 - Global South Asia

Home to some of the world's richest people and biggest companies, South Asia has been the source of countless stories of success. Yet there's more to these stories than meets the eye. What makes South Asia important globally and what is the history behind South Asia's recent rise? Global South Asia answers these questions by looking at the ways the region has been connected to other parts of the world throughout history.

Distributive: Dist:SOC; WCult:NW

ASCL 54.11 - Gandhi, Twentieth Century India and the World

This course explores the history of modern India through the figure of Mahatma Gandhi. After exploring early developments in Gandhi's life and his philosophy of non-violence, we will examine the role of Gandhi and of his image in major political developments in India. We will also take up many key issues relating to Gandhian thought, including Hindu-Muslim relations, caste, gender and sexuality, and social equality. Finally, we will discuss Gandhi's legacy in India and globally.

Distributive: Dist:INT or SOC; WCult:NW

ASCL 61.05 - Women and Religion in Japan

This course examines how Japanese religious traditions (such as Shinto, Buddhism, and others) have informed the lives of women in premodern and modern Japan, and the roles that women have played as nuns, patrons, lay practitioners, and religious specialists. We will examine both what religious traditions said about women and womanhood, and how women interacted with religious views and practices, many of which denigrated or limited women's participation.

Distributive: Dist:TMV

ASCL 61.06 - Religions of Japan

This course examines the historical development of the various religious traditions of Japan, from prehistoric to contemporary times. While prehistoric artifacts indicate what early Japanese religion may have looked like, the bulk of Japanese history features interactions between native, local Japanese practices and beliefs and the influence of continental traditions such as Buddhism, Confucianism, Daoism, and geomancy. Here, we will consider how the Japanese have adapted, combined, and redefined religious traditions over the centuries while interrogating what the word "religion" means within the context of each religion, sect or locality. Open to all.

Distributive: Dist:TMV; WCult:NW

ASCL 61.07 - Shinto: Foundations, Festivals, and Fox Shrines

Shinto has been called the way of the gods, a nature religion, a native Japanese religion, a nationalist religion, to name but a few of its many descriptions. In this class, we will spend a great deal of time figuring out what Shinto is and is not, debating the relative merits of these classifications. We will see that Shinto is, to say the least, a multifaceted tradition with a complex history and countless local variations. Open to all.

Distributive: Dist:TMV; WCult:NW

ASCL 61.08 - Buddhism in Korea and Japan: From Tribute Missions to Temple Tourism

Buddhism has long been an established religious tradition and important aspect of cultural heritage in both Korea and Japan. However, there are key differences in how Buddhism developed and how the religion functions today. In South Korea, most people classify themselves as Buddhist or Christian; in Japan, the majority consider themselves non-religious, yet visit Buddhist temples and hold Buddhist funerals; in North Korea, roughly 10,000 Buddhists remain in spite of religious persecution by the state. Clerical marriage is widely accepted in Buddhist sects throughout Japan, whereas the practice has been the subject of heated debate in South Korea since the 1950s. How did these differences emerge, and what common ground remains?

Distributive: Dist:TMV; WCult:NW

ASCL 61.09 - Yin Yang and Feng Shui: Chinese Cosmology, Divination and Arts of Placement

This is an introduction to the *yin yang* and *feng shui* (geomancy) cosmological and self-cultivation theories and practices. On the one hand, Chinese *yin yang* and *feng shui* cosmology is the foundation to understand traditional Chinese art, architecture and culture. On the other hand, they provide us with effective practices for our self-cultivation and to fight against COVID-19. We will learn the basics of the related Chinese cosmological classics, such as *I Ching* (*Yijing* or *Zhouyi*), the *Classic of Changes*, which has also been considered one of the earliest masterpieces in Chinese literary and intellectual traditions, as well as the arts and theories to improve our lives by creating balanced and optimal environments outside and inside our bodies.

Distributive: Dist:TMV; WCult:NW

ASCL 62.13 - Women, Gender, and Art in East Asia

This course will focus on women as the subjects, the creators, and the patrons of art in China, Korea, and Japan from the 16th century to the present. It will be organized chronologically, culturally, and thematically. This will involve an exploration of powerful matrons of art and their aspirations, a historical survey of women artists and their

artistic contributions, and an examination of the religious and secular images of women and its limitations. The course will also look at contemporary artists and investigate their artistic discourses, messages, and experimentations. Extensive attention will be given to the creation, modification, and persistence of these images throughout history, due to various social, economical, psychological, and intellectual conditions. This course will develop students' thinking skills in the history of art and improve their ability to conduct research and communicate both orally and in writing within the discipline.

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This course requires no previous coursework or experience, but is intended for those who like interdisciplinary approaches to art and culture.

Distributive: Dist:ART; WCult:NW

ASCL 64.13 - Intellectual History of East Asia

A comparative exploration of Chinese and Japanese thought, from the formation of Confucianism in the Warring States period to the confrontation between traditional thought and the imported ideologies of the twentieth centuries. In writing assignments, students may concentrate upon either Chinese or Japanese topics. Open to sophomores, juniors, and seniors.

Distributive: Dist:TMV; WCult:NW

ASCL 64.14 - Slaves and Rebels in Korea, 1392-1910

This course explores the history of Choson Korea (1392-1910) through the experiences of outcasts and commoners. By examining the desires and despair of peasants, slaves, rebels, entertainers, and religious minorities, this course assesses the foundation of the state and the operation of society as manifested at the margins of society. How did the religious and intellectual heritage of Korea legitimize hereditary status, slave ownership, gender division, and regional discrimination? In what ways did ordinary people conform to or struggle against elite governing? Does the longevity of the Choson dynasty testify to the successful control of the status system by those at the top? Or does the stability elucidate social mobility and dynamic interactions across the status divisions? Focusing on various status groups illuminates the mechanisms of domination, compliance, and resistance carried out at the micro level. The experiences of the underrepresented shed light on the transition to modern Korea and present the complicated process of constructing Korean identity over time. A background in Korean history is not required.

Distributive: Dist:SOC; WCult:NW

ASCL 69.23 - Shogun and Samurai: Japan in the Age of the Warrior

This course explores the origins and development of the warrior class that dominated and redefined the political

economy and high culture of Japan between the twelfth and nineteenth centuries. Through readings, discussions, lectures, and films, we will examine such topics as the rise of the samurai, the transition from imperial to warrior government, the evolution of samurai values and beliefs, and the legacy of warrior rule and culture for modern Japan.

Distributive: Dist:SOC; WCult:NW

ASCL 70.21 - A People's Environmental History of China and India

This course is a people's environmental history of China and India: two of the world's fastest-growing economies and two of the world's oldest civilizations, whose combined population make up over 36% percent of the world. Unlike a top down model of history, a people's environmental history emphasizes society as the fluid and dynamic movement of people, ideas and goods; new methodologies and evidence; and recognizing the contributions of ordinary people.

Distributive: Dist:INT or SOC; WCult:NW

ASCL 70.22 - Developing Vietnam: History, Environment, and Culture

This interdisciplinary course explores the history, society, and culture of Vietnam, with particular attention to the theme of *development* in Vietnam since the 1980s. It is part of a teaching and learning partnership between Dartmouth and Fulbright University Vietnam, a Vietnamese liberal arts university in Ho Chi Minh City. Throughout the term, Dartmouth and Fulbright students will interact and co-learn with each other via online discussions, collaborative assignments, and a small group research project.

Distributive: Dist:SOC; WCult:NW

CHIN 40.04 - Advanced Chinese for Commerce and Economics

This course will improve students' four communication skills (reading, writing, listening, and speaking), with a particular emphasis on speaking and writing, while also introducing students to an array of authentic and relevant economy-related topics and materials in Chinese. Course materials will include essays, dialogues, business cases and newspaper articles, as well as supplementary audio-visual materials. Students will learn about the general economic and business environment in China, and will use the case study method to gain insights into the business models of specific, influential Chinese companies and international firms that have successfully entered the Chinese market. The course will further develop students' Chinese proficiency at an advanced level. The combination of textbook and supplementary readings, and topic-based knowledge beyond "pure language" will achieve the goal

of enhancing both students' language ability and their understanding of the world of Chinese business.

Biological Sciences

BIOL 53 - Aquatic Ecology

The study of interactions between biological communities and their freshwater environment. Lecture and readings provide the scientific background necessary for understanding the physical, chemical and biological dynamics of freshwater habitats. Emphasis is placed on application of fundamental concepts to problems in conservation and management of aquatic ecosystems. The laboratory and fieldwork, including a weekend field trip during the first week of classes, will acquaint students with modern methodological approaches for studying aquatic ecosystems. Offered in alternate years.

Distributive: Dist:SLA

Chemistry

CHEM 95.01 - Membrane Biophysics

The structure and function of cell membranes, with emphasis on the complex behavior of intrinsic membrane proteins and its relation to physical properties of the lipid bilayer.

Distributive: Dist:SCI

CHEM 95.05 - Protein Crystallography

Theoretical aspects for the determination of protein structures using X-ray crystallography. Topics will include a detailed description of crystal symmetry, diffraction theory, data collection and processing, and methods for solving the crystallographic phase problem.

Distributive: Dist:SCI

CHEM 95.06 - Enzymes

Properties of enzymes that accelerate biochemical reactions, kinetic measurements to quantify enzymatic catalysis, methods to determine the mechanism of an enzymatic reaction, control and regulation of enzymatic activity, overview of the classes of enzymes and the reactions they catalyze.

Distributive: Dist:SCI

Classics Classical Studies Greek Latin

CLST 1.01 - From Jupiter to Jesus: Christianity and the Transformation of the Roman World

Through an introduction of major works of western literature and art from the Classical and Early Christian world students will be able to consider modern Western heritage as an enduring product of Greco-Roman

civilization. Inquiry will include an exploration of how humans' understanding of themselves and their role in the cosmos evolved over the period of the Roman Empire. Students will develop skills in analyzing written texts and works of art. They will be introduced to the intellectual tools used to investigate the transformation of societies impacted by exposure to new ideas and practices.

Distributive: WCult:W

CLST 1.02 - Foodstuffs and Culinary Culture

One thing all humans share is a relationship with food, but what that food is, who prepares it, how they prepare it, who consumes it, and when and how they consume it, all vary between cultures and within them. This course examines how ancient Greeks and Romans used food to differentiate between themselves and others, and how they used food to differentiate among themselves.

Distributive: Dist:SOC; WCult:W

CLST 10.11 - Plato's Protagoras

We will read one of Plato's most celebrated dialogues, in which Socrates meets the most famous intellectuals of the day. The dialogue is rich in philosophical content as it focuses on the question of what excellence is, whether it can be taught, and the role of education in a young person's life. Students do not need to know ancient Greek or have any previous knowledge of Plato to take this course.

Distributive: Dist:TMV; WCult:W

CLST 10.12 - The End of the World: Jewish and Christian Apocalyptic Literature in the Hellenistic Era

The Hellenistic era was a period of remarkable theological and literary creativity within the Jewish and Christian communities, including the development of a unique genre, apocalyptic literature. Apocalyptic texts, which portend a catastrophic end to the world, are notoriously difficult to interpret due to their use of fantastical imagery and often cryptic symbolism. In this class we will explore several texts in depth, including portions of *Daniel* from the Hebrew scriptures, the *Book of Enoch* from the Maccabean period, the *Apocalypse of John* (Revelation) from the Christian scriptures, and the 2nd century Christian text *Apocalypse of Peter*. In addition to learning how to read apocalyptic literature, we will examine the socio-historical context of these texts, their relationship to communities under duress and how they have been reimagined by later generations.

Distributive: Dist:TMV; WCult:W

CLST 11.15 - Herodotus and Thucydides

The course studies the two Greek writers who invented historical writing. Herodotus and Thucydides both engaged in an intricate intellectual dialogue with earlier Greek poetry and thought and with new, often radical political,

religious, and scientific ideas; yet in doing so, they developed diametrically opposite modes of historical thinking. We will examine and compare their groundbreaking works in the context of Greek literary and intellectual history. Attention will also be paid to the later reception, from Plutarch through Marx.

Distributive: Dist:TMV; WCult:W

CLST 11.17 - Greek Athletics

Athletics played a pivotal role in the ancient Greek world, and the history of athletics offers insight some of the basic forces shaping ancient Greek society. The topics we will cover include the origins of Greek athletics; the ancient Olympics; the reasons why the Greeks chose to compete in the nude; the connections between athletics and war, athletics and sex, and athletics and art; and the participation of women in athletics.

Distributive: Dist:SOC; WCult:W

GRK 30.08 - History and Structure of the Greek Language

This course focuses on the grammar, pronunciation, and writing of ancient Greek, starting from its origin in Proto-Indo-European (c. 4000 BC), proceeding through Homer to classical Attic (1st millennium BC), and ending with the post-classical era. Through analysis of language data and reading of selected ancient texts, students will gain a greater mastery of synchronic language patterns, and also will understand the diachronic origins of those patterns.

Distributive: Dist:QDS; WCult:W

LAT 2 - Introductory Latin II

Continues the study of Latin language and Roman culture begun in Latin 1. The structures of the language are introduced through readings of gradually increasing complexity. The narrative content of the course brings in historical persons and events from the last quarter of the first century A.D, both in the province of Britannia and in the city of Rome. The class will also spend some time studying real inscriptions, curse tablets, and coins, as well as composing in Latin as a means to increasing reading fluency. This course is primarily designed for students who have taken Latin 1 at Dartmouth, but will also be a good fit for those who have had one or more years of high school Latin and want to reinforce their skills before moving on to reading unadapted Latin in Latin 3.

LAT 30.08 - History and Structure of the Latin Language

This course focuses on the grammar, pronunciation, and writing of Latin, starting from its origin in Proto-Indo-European (c. 4000 BC), proceeding through early Latin into the classical period (1st cent. BC to 1st cent. AD), and ending with the post-classical era. Through analysis of language data and reading of selected ancient texts,

students will gain a greater mastery of synchronic language patterns, and also will understand the diachronic origins of those patterns.

Distributive: Dist:QDS; WCult:W

LAT 33 - The Literature of Science

The ancient Greeks and Romans studied natural phenomena passionately and considered the pursuit of scientific knowledge a mind-transforming experience that was sublime and potentially even sacred. This class will study one or more key texts in the Roman scientific tradition. Readings will be drawn from poets, such as Lucretius and Manilius, and/or prose authors, like Seneca and the Elder Pliny. Potential topics include ancient physics, astronomy, meteorology, and natural history.

Distributive: Dist:TMV; WCult:W

Cognitive Science

COGS 11.03 - Mind, Language, and Morality

This course examines questions about the connection between mind, language, and normative domains such as morality, politics, and law. For example: how should we understand normative language that seems to be fundamentally about prescribing ways of acting, rather than about describing reality? Are moral judgments more a matter of emotion, or of belief? Can we reconcile a commitment to moral objectivity with our best scientific understanding of moral thought and talk? This course will engage such questions from a fundamentally interdisciplinary perspective, engaging with work from philosophy, cognitive science, linguistics, and psychology. In so doing, we will explore how empirical work can inform philosophical inquiry, and how philosophical inquiry can continue to guide ongoing research in the cognitive sciences. Students will be encouraged to work in interdisciplinary teams to create their own co-authored research.

Distributive: Dist:TMV

COGS 11.04 - What Faces Reveal: Mechanisms for Face Recognition and Person Perception

This course will focus on face perception, person perception and the mental processes we use to make sense of other people, including their thoughts, attitudes, personal traits, social connections, and personal history. The course will examine the role that person perception plays in face and voice recognition and social interactions. Particular relevance will be put on the neural systems for the representation of person knowledge and the mental states of others focusing also on what happens when these systems are impaired.

Faces play a fundamental role in facilitating social exchanges. Therefore, particular emphasis will be put on

different aspects of face perception from face perception in different animal species to recognition of identity and decoding of different type of social cues in humans. A brief overview of person perception through other modalities such as voice perception and body posture also will be discussed.

Distributive: Dist:SOC

COGS 11.05 - Moral Psychology

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

COGS 81 - Major Seminar in Cognitive Science II

This is the second year of COGS 80. Each week a member of Dartmouth's faculty working in diverse areas of cognitive science will present current work in a lunchtime seminar. Prior to the lecture you will work through related papers as a group in preparation, and the day following the lecture you will meet with the professor to discuss the material further. This seminar will prepare you for independent research in Cognitive Science.

Distributive: Dist:SOC

College Courses

COCO 29 - Free Speech on Campus

Who is allowed to say what on college campuses? This course seeks to answer this question using the disciplines of government, public policy and law. We will look at the philosophical foundations of the right to free speech and why it is considered essential to liberty and democracy. We will also read judicial opinions defining the legal parameters of the first amendment, particularly as it pertains to "hate speech." We will then turn to the specific case of the university, where values such as equality, inclusion, pedagogy and academic freedom may sometimes be in tension. The course will survey the history of attempts to regulate speech on campuses, including early 20th century disputes between university benefactors

and professors, the hate speech codes of the 1980's, as well as present controversies over free speech on college campuses. Students will discuss and write about contemporary conflicts using frameworks established in the disciplines of law and policy. Assignments will include written responses to readings, written analyses of contemporary problems, and legal memoranda for or against disciplinary action.

Distributive: Dist:TMV; WCult:W

COCO 30 - Democracy - A Challenged Concept

Three decades after the end of the cold war resurgent ultra-nationalism, parochial populism, white supremacy, anti-immigrant fervor, xenophobia, anti-Semitism and rabid misogyny undermine the stability and indefeasibility of European and American democracies. Commentators and scholars identify rampant capitalism, neoliberalism, globalization, and the untamed proliferation of new media as causes for the vulnerability democracies. While some consider the establishment of right-wing movements and politicians as expressions of a temporary populist phase or even the advent of a post-democratic age, others refer to white-supremacist attacks or the recurrence of KKK and neo-Nazi groups worldwide as harbingers of a new fascism. This course will discuss the central terms and concepts such as (illiberal) democracy, republicanism, neoliberalism, populism, or fascism, as well as (counter-) movements on both side such as the Tea Party, Alt-Right, the Brexit, as well as #MeToo, Occupy Wall Street, and Black Lives Matter through a variety of artifacts, documentaries, movies, speeches, literary texts, news articles and theoretical debates.

Distributive: Dist:SOC; WCult:W

COCO 31 - Mind, Language, and Morality

This course examines questions about the connection between mind, language, and normative domains such as morality, politics, and law. For example: how should we understand normative language that seems to be fundamentally about prescribing ways of acting, rather than about describing reality? Are moral judgments more a matter of emotion, or of belief? Can we reconcile a commitment to moral objectivity with our best scientific understanding of moral thought and talk? This course will engage such questions from a fundamentally interdisciplinary perspective, engaging with work from philosophy, cognitive science, linguistics, and psychology. In so doing, we will explore how empirical work can inform philosophical inquiry, and how philosophical inquiry can continue to guide ongoing research in the cognitive sciences. Students will be encouraged to work in interdisciplinary teams to create their own co-authored research.

Distributive: Dist:TMV

COCO 32 - The Art of Adaptation and Storytelling

This theoretical and practice-based course is a study of the conversion of oral, historical and fictional narratives into stage drama, cinema and literary texts. Special attention will be given to the cultural and political implications of cross-generic transformation, formulaic conventions and concepts of “genre,” “crossover appeal” and “adaptation.” Throughout the term, the intersections of race, culture and economics will be regularly questioned. Black cultural storytelling in various mediums and genres will be examined to serve as a point of entry into discussion of cultural worldview and storytelling in order to aid and encourage students to explore the theories, concepts and practice of adaptation from multiple, diverse vantage points and areas of interest. Building upon the adaptations they created in the first half of the quarter, students begin translating their stories visually in the “production” phase of the course. They assess how emotional information is translated in the original form and invent new ways of translating this content in their new visual format. Final projects can be interactive stage pieces, video installations or films.

Distributive: Dist:ART; WCult:CI

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

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

COCO 34 - Alaska: American Dreams and Native Realities

Since the time United States “purchased” Alaska from Russia, this land has been seen by many as the “last frontier” - a place where tough and adventurous Euro-Americans could strike it rich or get away from the negative consequences of civilized living. Using anthropological and historical works as well as fiction, film and other media, the seminar explores the mythology surrounding the “land of the midnight sun.” This myth of the “last frontier” - in its development-driven as well as conservationist versions -- is also contrasted with the ways Native Alaskans have viewed and lived on their land.

Distributive: Dist:SOC; WCult:CI

Comparative Literature

COLT 10.12 - Race in the Middle Ages

This course serves as an introduction to comparative literature by asking questions about race across time periods, genres, languages, and cultures.

What are the differences between medieval and modern conceptions of race? What do interfaith romances have to do with colorism? Why do contemporary artists of the African Diaspora refer to medieval European literature? Our studies will include canonical English authors (Chaucer), Arab travelers (Ibn Battuta), and contemporary artists.

Distributive: Dist:LIT; WCult:CI

COLT 10.16 - Flashes of Recognition in Modernist Literature

Modernist literature is full of sudden moments of insight that transform the way the world is perceived. Such literary epiphanies allow writers to explore the subjective dimensions of consciousness and experiment with new modes of storytelling. The course will explore the question of how to interpret flashes of recognition and consider whether language can adequately represent them. Readings of works by Chekhov, Joyce, Proust, Woolf, Musil, Rilke, Kafka, and Beckett.

Distributive: Dist:LIT; WCult:W

COLT 10.23 - The Odyssey and Odyssean Spin-Offs

This course is organized around the subject of traveling and homecoming. We will read the epic attributed to “Homer”; Joyce’s *Ulysses*, Wolf’s *Cassandra*, and Walcott’s *Omeros*, in addition to excerpts from Dante’s *Inferno* and from Kazantzakis’s *The Odyssey: A Modern Sequel*; and poems by Tennyson, Cavafy, Pound, and Seferis. Questions we will ask of this material include: Is there such a thing as a universal theme? How might genre, author’s gender, culture, or historical period inflect a particular theme? What criteria have been used in specific periods to censor a work or to proclaim it a “classic”? What criteria are used by our culture and by us as individuals to evaluate the worth of a piece of writing? Are there works that every educated person should read? If so, who should decide? If not, what bases for discussion might there be other than common texts? Skills that we will be working on include close reading, close textual analysis in written form, and comparative analysis.

Distributive: Dist:LIT; WCult:W

COLT 18.04 - Climate Change, Fiction, and the Apocalyptic Imaginary

Following on the heels of the fantasies of nuclear winter that were so popular in the mid-twentieth century,

apocalyptic scenarios of environmental degradation and climate change have become increasingly prevalent in contemporary genre fiction and film. How should we read and relate to these visions of catastrophe? How do different genres speak not only to our anxieties about toxic environments, but also to our desire for violence and enjoyment of apocalyptic dreams? How, moreover, might the concerns of our ecological era help us critically interrogate the marketable fantasies of popular genres? To answer these questions, this course proposes a survey of crime fiction, cli-fi, speculative fiction, action cinema, eco-horror and new weird. While examining the conventions of these genres and addressing their limitations, we will explore the resources that they might offer for thinking through apocalyptic scenarios.

Distributive: Dist:LIT; WCult:W

COLT 19.02 - Love in Translation: Poetics of Desire across Cultures

Literary traditions of the Near East possess an extensive corpus of writings that enact and speak of the importance of erotic feelings, accessible to most of us only in translation. But if articulations of love “translate” unspeakable thoughts and desires in the first place, what happens to these articulations when they are re-translated and move across cultures? What’s gained and lost in the process? These translations can be seen as crucibles for cultural encounter and models for self-other relations and gender identity. How have translations challenged (or perpetuated) hegemonic ideas about sexual morality, stylistic propriety, the religious and the profane? How have they been generative in the target literatures and why? We will examine key intersections of love and translation, compare and contrast old and new translations, and become acquainted with key problems in translation theory.

Distributive: Dist:INT; WCult:NW

COLT 22.01 - Love, Desire, Faith, and Individual Identity in Renaissance Literature

This class will examine one of the major focal points of the Renaissance in diverse cultural contexts. What constitutes one's idea of self? To what extent is it a function of religious, political, social, and generic institutions and conventions? How do new philosophical and literary ideas about love, desire, faith, marriage, and power influence the development of public and private perceptions of identity, as well as their representations to others? Texts by Erasmus, Luther, Calvin, Rabelais, Montaigne, Shakespeare, Cervantes, Navarre, Castiglione, Machiavelli, Ariosto, Ficino, Valois, Thévet, and others.

Distributive: Dist:INT or LIT; WCult:CI

COLT 34.01 - Theater of Ideas: Britain and France

An exploration of the main intellectual movements, dramatic forms, and playwrights that shaped the evolution of British and French theatre in the post war period. Particular attention given to modern drama history, theory, and performance and how they relate to the wider social and political context. Writers drawn from some of the following: Osborne, Pinter, Stoppard, Churchill, Hare, Bennett, Ravenhill, Sartre, Beckett, Genet, Cixous and Mnouchkine, Koltes, Reza, and Ndiaye.

Distributive: Dist:LIT; WCult:W

COLT 39.03 - Magic Italy: Italian Fairy Tales in the European Context

The fairy tale is among the oldest and most enduring forms of narrative, a prototype of how we tell stories and of how we reflect on our human condition. Fairy tales are uniquely “in” and “out” of the world; their matter-of-fact mash-up of realistic and fantastic elements is an invitation to imagine dimensions different from the here-and-now. As such, they are a potent vehicle for the expression of cultural aspirations and anxieties as well as for the construction and subversion of ideologies and identities.

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This course is a study of the rich and precocious Italian fairy-tale tradition, the very first to take literary form in Europe. Along the way we will address questions concerning canon formation; the role of “marvelous” genres such as the fairy tale in socialization and the expression of national identity; the relation between oral folk narratives and written literary tales; and the reworking of fairy-tale subjects and motifs in contemporary culture. We will also acquaint ourselves with a variety of critical approaches to the fairy tale, and consider some of the other European fairy-tale traditions, especially the French and the German.

Distributive: Dist:LIT; WCult:W

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

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

Who has the authority to tell stories about whom? Why are cases so often relayed in serial form?

COLT 40.08 - Sounding Out Power and Dissent

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

COLT 52.06 - Radical Women of Latin American Cinema

This course proposes to revise Latin American film historiography by foregrounding contributions by women filmmakers that challenge their audiences to radically rethink categories of politics, gender, race, body, sexuality, aesthetics, and spectatorship. In dialogue with narrative and documentary films, readings will question established definitions of feminist film theory by including a majority of voices from Latin American and Chicana, as well as third- and fourth-wave feminisms. Course to be conducted entirely in English.

Distributive: Dist:ART; WCult:CI

COLT 52.07 - Beyond Sex, Drugs, and Rock 'n Roll: Radical Latinxs in the 60's

The 1960s and 70s were a time of tremendous political and creative turmoil in the US in general and for Latinos in particular. Joining in the Civil Rights Movement and the anti-Vietnam mobilization, Latinos also fought for their rights founding important political organizations such as the Raza Unida Party; MeCHA, the United Farm Workers, the Brown Berets, the Nuyorican Young Lords Party, among many others. Beyond traditional stereotypes of the 60s as the period of drugs, sex and rock 'n roll, protesters and political activists were inordinately adept at creating and mobilizing artistic symbols, music, and literature to promote their agenda. We will study the creation of Aztlán as an imaginary Chicano homeland in the Southwest; works of individual Latino artists and writers; important journals (*Con Safos*, *Chismearte*, *Arte del Varrio*); organizations such as the Royal Chicano Air Force, Asco, Galería de la Raza, the Teatro Campesino, the Nuyorican Poets' Café; national monuments such as Chicano Park; and exhibitions such as Chicano Art: Resistance and Affirmation (CARA; held at UCLA). This course will be taught entirely in English.

Distributive: Dist:ART; WCult:CI

COLT 53.04 - Rogues, Riddlers, Lovers, Liars: Love and Death in the Mediterranean

This course examines the intertwined relationship between the languages and representations of love and death in the Mediterranean, focusing in particular on the Arab world and diaspora in the modern period. It examines cinematic, literary, and philosophical questions about the complex relationships between love and death. It provides students with critical tools in comparison, world and global literature, translation studies, and critical and literary theory. We will study the thematic, structural, and rhetorical constructions of love and death across languages and artistic traditions.

Distributive: Dist:LIT; WCult:NW

COLT 57.05 - Migration Stories

With over 50 million displaced people today, migration is one of the most compelling problems of our time. Filmic and literary representations of migration focus on borders, different types of migrants, and their border crossing experiences. We will study migration from Latin America to the U.S.; from Africa and Eastern Europe to Western Europe; and internal migration within these countries. We will also analyze how Hollywood cinema itself creates images and values that drive migration.

Distributive: Dist:INT or ART; WCult:CI

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

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

Distributive: Dist:INT or LIT; WCult:CI

COLT 60.01 - Literature and Music

The affinities between literature and music have always held a special fascination for poets, writers, musicians, and critics. By studying the two arts as comparable media of expression, this course will test the legitimacy of interart parallels. An introduction to the major aspects, aesthetic implications, and interpretive methods comparing the two arts. Topics for lectures and discussion will include:

musical structures as literary form; verbal music, word music, and program music; word-tone synthesis in the Lied; music and drama in opera; music in fiction; and the writer as music critic. Music-related poetry and prose examples, complemented by musical illustrations and ranging from the German and English Romantics through the French symbolists and the Dadaists to contemporary writing, will be selected from texts by Goethe, Brentano, Hoffmann, DeQuincey, Poe, Baudelaire, Mallarmé, Proust, Thomas Mann, Joyce, Eliot, Huxley, Shaw, and Pound. No particular musical background or technical knowledge of music required.

Distributive: Dist:INT or LIT; WCult:W

COLT 61.01 - Art Writing and Writers on Art

This course will explore the various modes of writing on or about art and artists from the early modern to the modern period in Europe. Focusing primarily on writers and texts from France, Germany and Italy, we will consider the social and cultural roles of the artist and art works as they were formulated, investigated and reinterpreted throughout the 18th and 19th centuries. The classical revival and the beginnings of “modern” art history, the growth of the periodical press and the explosion of art (and literary) criticism, the growing public sphere for art, the biographical tendency in historical writing, and Romantic fantasies of the artist all worked to create a rich body of literary or quasi-literary writings on art and artists at this time.

Many of the texts we will read were translated into other languages soon after their initial appearance, testifying to the international readership and scope of these writers and their works. The figure of the artist as developed in the 18th and 19th centuries only became more prominent in our cultural consciousness in the 20th century as Romanticism’s ideas of genius and the vanguard (often mad) artist and the separate sphere of the visual arts became entrenched in discourses of modernism. Exploring writings on art at this critical juncture in the beginnings of modernism can shed light on our continuing notions of what art is and has been, and on how art and artists have been described, understood, and fantasized about for centuries.

Distributive: Dist:ART; WCult:W

COLT 62.02 - Shades of Noir: Film, Fiction, Politics

“Film Noir” evokes memories of stylish, cynical, black-and-white movies from the 1940s and 1950s—melodramas about private eyes, femmes fatales, criminal gangs, and lovers on the run. In this course, we will examine noir in relation to its many contexts: the hard-boiled fiction of Chandler and Hammett; the experience of dislocation and alienation that reflect the exile status of many central-European professionals who worked in the US film industry in the 1940s; and Hollywood blacklisting and censorship during the anti-Communist witch hunt. The

course will also trace the pervasive presence of noir and its continuing appeal for artists and audiences throughout the world. Because of its artistic and political complexity, noir is a key term for the study of US postwar cultural history: noir narratives revolve around questions of racial and national identity, around the postwar crisis of masculinity, and the convergence of modernism and mass culture.

Distributive: Dist:INT or ART; WCult:W

COLT 64.01 - Nazis, Neonazis, Antifa and the Others: Exploring Responses to the Nazi Past

Why do the Nazis remain the world’s epitome of evil? What did they actually do? And how specifically are they remembered, depicted, emulated, despised or ignored since the catastrophes of the mid-twentieth Century? In this course we will examine the main events connected with the Second World War, the genocide of European Jewry and Roma-Sinti, forced resettlements of various populations, and the Allied attacks on the German civilian population. We will analyze the different stages of coming to grips with that past on the part of German and some other postwar societies, by examining together a number of controversies like those surrounding the Nuremberg, Frankfurt, Eichmann and Barbie trials, the campaign to build a Holocaust memorial in Berlin, Neonazism, the Wehrmacht photo exhibition, and the current campaign to remember German civilian casualties and losses. Approaching our topic with interdisciplinary and comparative methodology, that is, by utilizing history, journalism, video testimony, music, literature, and art, including film, photography and architecture, students will develop their own perspectives on the formation of postwar German identity and why Nazis remain the epitome of evil. An individual midterm project will allow students to practice the skill of summarizing different sides of a debate, and a final group project will invite students to solidify what they have learned in the course about the formation of national identity by creatively staging a contemporary debate about the Nazi past.

Distributive: Dist:LIT; WCult:CI

COLT 64.03 - War Stories

What is a “true” war story? This course surveys stories of deployment and return from antiquity to the present, to think about the genre of the war story, and especially to think about the self-fashioning narratives of individuals who have witnessed the realities of war and return home. Through close reading we examine the interactions of the returning soldier with his community, and the kinds of stories that soldiers will and will not tell. The historical, cross-cultural study of war stories allows the problem of homecoming to emerge more clearly as problems of the human condition across cultures and political or social organizations, the problem of homecoming emerges as a product of war. Texts may include Homer, *Odyssey*; Remarque, *The Road Back*; S. Ooka, *Fires on the Plain*;

Tim O'Brien, *The Things They Carried*; Bao Ninh, *The Sorrow of War: A Novel of North Vietnam*; D. Finkel, *Thank You for Your Service*; P. Klay, *Redeployment*; B. Turner, *Here, Bullet*.

Distributive: Dist:INT or LIT; WCult:CI

COLT 66.02 - Literature and Psychoanalysis: The Cultural Legacy of Sigmund Freud

Those new to Freud might be surprised by the role of literature in his texts. Why, for instance, are *Hamlet* and *Oedipus* so important in articulating theories of the psyche? Why might a medical practitioner analyze novels in addition to analyzing patients? Our goals for this course are twofold: First, we will work to understand Freud's texts on their own terms as we familiarize ourselves with psychoanalytic theories. Second, we will situate these works within a broader cultural context, reading them alongside literary texts that Freud explicitly addresses and alongside literary, filmic, and theoretical works that draw on psychoanalytic concepts. Our discussions of the cultural imprint of Freudian thought will encompass a variety of themes, from gender and sexuality to Jewishness to the clinical techniques central to psychoanalytic practice. We will grapple with the promises and limitations of Freud's own literary "archive" and the cultural products that archive Freudian thought.

Distributive: Dist:LIT; WCult:W

COLT 72.01 - Global Literary and Cultural Theory

Comparative Literature entails conscious engagements with theories of literature, language, and culture from throughout the world. This course ranges across some of the ideas that have been influential in shaping scholarly questions in a variety of languages. It also addresses the global dimensions of theory: rhetorics and ethics of comparison, world literature, and indigenous knowledges.

Distributive: Dist:LIT; WCult:CI

Computer Science

COSC 29.05 - Digital Fabrication & Rapid Prototyping

Artists, designers, creators, and makers increasingly use digital fabrication methods in both two and three dimensions as a means of designing, rapid prototyping and manufacturing. This class uses digital fabrication tools in a studio setting. Students learn digital fabrication through a series of 2D and 3D design projects and through critical discussions of the aesthetic, sociological and practical implications of integrating digital tools and materiality into the design and build process.

Students will have hands-on training in the process of creating and converting computer generated drawings and models into physical objects through the use of 2D and 3D

scanners, laser-cutters, wire benders, cnc routers and 3D printers. No previous experience needed.

COSC 49.04 - Concurrent Algorithms

We consider problems where multiple processes have to coordinate their activities to accomplish a task. For an example, suppose that there are many sensing agents on an aircraft and each agent, based on its reading of the environment, has a recommendation on whether the aircraft should keep straight, turn left, or turn right. Since different agents can have different recommendations, we would want a protocol by which they can arrive at an "agreement" on whether the plane should go left, right, or straight. How hard is it to design such a protocol? It turns out that if you want the protocol to be fault-tolerant, i.e., the protocol works correctly even if one of the agents stops communicating, it is impossible to design a correct protocol (under certain reasonable assumptions about the system).

In the course, we will look at several fascinating coordination problems and solve them for several models of distributed computing: shared-memory versus message passing, synchronous versus asynchronous, fault-free versus fault-tolerant. We design algorithms, and prove lower bounds or even impossibility results.

There will be weekly homework and a final exam.

Prerequisite: COSC 31 (Undergraduate Algorithms) or equivalent, and an interest in algorithms/theory.

Distributive: Dist:TAS

COSC 49.08 - Information Theory in Computer Science

This course introduces students to information theory, a mathematical formalism for quantifying and reasoning about communication. While traditionally a part of electrical engineering, it has found several powerful applications in the theory of algorithms and complexity and adjacent fields such as combinatorics and game theory. The first third of the course will teach students the basics of information theory (Shannon entropy, mutual information, Kullback-Liebler divergence). The rest of the course will sample topics from error correcting codes, communication complexity, data structures, and optimization, in each case highlighting applications of information theory.

COSC 49.09 - Introduction to Computational Topology

Topology is the art of studying shapes without precise measurements. It is not surprising then that topology has found many applications in computer science, both in theoretical and applied research including algorithms and complexity theory, data analysis, robotics, computer graphics, etc., where often the input data is geometrically

constrained, or noisy due to measurement errors. The course serves as an introduction to the rapidly growing area(s) of computational topology.

COSC 69.14 - Functional Programming in Haskell

This course teaches a different approach to programming. In functional programming, we treat programs like values. The type of that value tells you what the program might do and restricts the possible buggy programs that don't do what you want them to do. In Haskell, you direct the type system to help improve your productivity, and your code's maintainability, by ensuring that certain bugs yield uncompileable code. Haskell programming is a recommended skill, regardless of whether you have a direct need for it. Programming in Haskell is not difficult, but has a steep learning curve when attempting to learn it on your own. Hence this course won't be easy, but it will help you through the difficult part. We use the latest GHC compiler, which is the most commonly used Haskell compiler in industry.

Distributive: Dist:QDS

COSC 69.15 - Robotics Perception Systems

This seminar course focuses on the issues and approaches to process and fuse data from robotics perception systems to enable robot autonomy, e.g., self-driving cars. The course will be very hands-on: some preliminary assignments will immerse you in the robotics world and how to process the sensor data for situational awareness. Through selected papers taken from the literature, students will learn different aspects of robotics perception systems, including computer vision, simultaneous localization and mapping, and machine learning. In addition, students will learn how to critically analyze a paper and how to effectively communicate a research work, by writing a summary on each paper, and presenting and discussing papers in class. Towards the end, students will work in a team on a final project that involves the use of a mobile robot with an RGBD camera and LIDAR. The professor will draw from his experiences in robotic research to enrich the material with aspects of active research problems, such as robot exploration for search and rescue and environmental coral reef monitoring using underwater robots.

Distributive: Dist:QDS

COSC 89.23 - Network Science and Complex Systems

Many of the systems that surround us are complex. These systems span almost every scientific field of inquiry, from biological to social, and computational sciences. To understand the behavior of complex systems, we must study not only the parts but the emergent behavior that arises from such systems when the parts act together. Complex systems are by definitions highly interconnected, therefore, at the core of studying complex systems is understanding networks. This seminar is an introduction to

the main concepts of networks and complex systems, and their applications. The topics covered in this course will include: network topologies, network dynamics, motifs, dynamic systems, attractors, and chaos. The seminar mainly involves reading and discussing seminal, and ongoing, works in this field, but we will also be doing hands-on modeling and studying toy and real networks using Python.

Distributive: Dist:TAS

COSC 89.24 - Logic and Artificial Intelligence

The goal of this topics course is to study the foundations of different types of logic used commonly in artificial intelligence. Logic forms the basis for many types of reasoning used by humans – researchers in AI have extended classical logic over the years to numerous more “exotic” logics. This course will cover the foundations of a host of classical and non-classical logics, a number of interesting logics developed by AI researchers for common-sense reasoning, and applications of those logics.

Distributive: Dist:TAS

COSC 89.26 - Security and Privacy in the Lifecycle of IoT for Consumer Environments

We are entering an era of Smart Things, in which everyday objects become imbued with computational capabilities and the ability to communicate with each other and with services across the Internet. Indeed, the Internet of Things now involves the deployment of Smart Things in everyday residential environments – houses, apartments, hotels, senior-living facilities – resulting in Smart Homes. Although Smart Things offer many potential benefits, they can also create unsafe conditions and increase risk of harm to persons and property. This course explores the key security and privacy challenges required for the vision of Smart Homes to be safely realized, with an explicit focus on consumer-facing “things” where end-user privacy and usability are essential. It will take a holistic approach to the entire lifecycle of security, privacy, and usability challenges from the perspective of the everyday consumer who interacts with Smart Things (intentionally or unintentionally) in a residential setting. Students will read, present, and discuss papers from the research literature; write a survey paper about a subset of the research literature; and conduct a security analysis of a current commercial “smart thing”. Guest lecturers will join the class, weekly, to share expertise from both industry and research.

Creative Writing

CRWT 40.09 - Obsessive Affinities Contemporary French & American poetry

This deeply experiential course examines the rich history of transatlantic desire, negotiated over the love of poetry. The United States has always figured heavily in the

collective French imaginary ever since the American Revolution, for instance in the works of Tocqueville and Chateaubriand. American literature, however, gains particular prominence toward the mid-twentieth century with the transatlantic travels of Simone de Beauvoir, André Breton, Jean-Paul Sartre, and Philippe Sollers among authors, to the point that French writers began wondering how one can even be French in the first place. The course explores this crisis in national identity through a series of important poetic Franco-American friendships and collaborations: Edmond Jabès and Rosmarie Waldrop; Emmanuel Hocquard and Michael Palmer; Serge Pey and Allen Ginsberg; the Fondation Royaumont; the poetry collective *double change*; among others.

Distributive: Dist:LIT; WCult:W

CRWT 40.10 - James Joyce's *Ulysses*

This is a class for creative writers *and* creative readers interested in studying, and more importantly enjoying, James Joyce, the storyteller. No previous experience with Joyce is required. Though the class will begin with an intensive examination of Joyce's seminal long story, "The Dead," our focus during the term will be an intensive, close reading of his second novel, *Ulysses*, a book that, generally speaking, is more famous than actually read. A colossal influence on generations of writers, and readers, including T.S. Eliot, Derek Wolcott, Edna O'Brien and countless others, *Ulysses* is, among many other things, challenging, irreverent, thought-provoking, political, technically virtuosic, and above all wildly entertaining. Students will read some outside sources on Joyce but for the most part our primary text will be Joyce's own words – wherever they lead us. Prepare to meet a fascinating and chaotic cast of characters featuring – Lilly, Kate and Julia Morkan, Gabriel Conroy, Stephan Dedalus, Leopold and Molly Bloom, and many others. Assignments will include critical and creative responses to both "The Dead" and *Ulysses*, as well as a final essay.

Distributive: Dist:LIT; WCult:W

CRWT 40.11 - Nature Writing

This writing workshop provides an interdisciplinary exploration of literary works operating within the realm of Black environmental thought. Following Ed Roberson's claim that "the world does not run the earth, but the earth does run the world" we will linger with the writings of those who have been forced to theorize from the underside of modernity, those who view black literary studies not only as an institutional enterprise, but as planetary thinking, as a commitment to *care for the earth*. Together, we will think critically about what it means to write at the intersection of race and environment in a social and political moment marked by climate catastrophe, and what's more, put that thinking into practice within the workshop space by creating works of poetry and criticism in ensemble. All toward the aim of collaboratively

engaging in what we might call—in keeping with the Combahee River Collective, Sylvia Wynter, Fred Moten and others—theory in black, black thought, *black study*.

Distributive: Dist:LIT; WCult:W

Earth Sciences

EARS 10 - Carbon Sequestration: Opportunities and Challenges

Global warming and ocean acidification resulting from the rise in atmospheric carbon dioxide (CO₂) are a serious threat to the modern civilization and future generations. A transition to a low carbon economy remains in distant future. Effective climate change mitigation requires urgent reductions of CO₂ emissions and a portfolio of strategies for sequestering CO₂. The intent of this course is to introduce geochemical principles that are being investigated to sequester CO₂ already present in the atmosphere or that is released to the atmosphere by point sources such as coal-fired power plants. We will first focus on the scale of the problem and then study the science behind the proposed strategies that could reduce atmospheric carbon dioxide. The course will draw from readings of primary literature in the diverse fields of mineralogy, petrology, geochemistry, and oceanography. These will be augmented by weekly student-led discussions with researchers in these fields. The course will conclude with a general discussion of issues of scaling and environmental impacts of the CO₂ removal approaches and the way forward.

Distributive: Dist:SCI

EARS 13 - Introduction to Computational Methods in Earth Science

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

EARS 66.01 - Environmental Transport and Fate

Introduction to movement and transformation of substances released into the natural environment. Fundamentals of advection, dispersion, and reaction. Aggregation and parameterization of various mixing processes leading to dispersion at larger spatial and temporal scales. Importance of inhomogeneity, anisotropy, and stratification in natural media. Basic principles are illustrated by application to atmospheric, ground water, river, estuarine, coastal, and oceanic pollution problems.

Case studies include urban smog, acid rain, Chernobyl fall-out, and stratospheric ozone depletion.

Distributive: Dist:TAS

EARS 80.02 - Astrobiology

This course will explore the nascent field of astrobiology—study of life in the universe. Students will be introduced to the various research aspects in the fields of biology, chemistry, geology, planetary science, and astronomy that contribute to our current understanding of astrobiology. Scientific hypothesis testing and evolution will be a course focus as technological innovation continues to shape the field. Together we will work to address the questions: How does life begin and evolve? Is there life beyond Earth and, if so, how can we detect it?

Distributive: Dist:SCI

EARS 80.03 - Technical Computation in the Earth Sciences

Driven by increasing data availability, processing power, and model sophistication, scientific or technical computation has become increasingly central to basic research in the Earth Sciences. This course aims to provide Earth Science students with a working introduction to scientific computation including (1) hands-on experience applying common, widely applicable sampling and inversion algorithms to classic Earth Science problems; (2) an awareness of the factors limiting efficiency and scalability when working with large datasets; and (3) an introduction to some of the tools and best practices of software engineering used to produce more robust, maintainable software.

Distributive: Dist:SCI

Economics

ECON 37 - Gender and Family Issues in Modern Economics

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?

Distributive: Dist:SOC

ECON 57 - Data Analysis for Economic Policy: Economics of Career and Family

This course examines the changing significance, timing, and meaning of career, family, and marriage, with special emphasis on the economic role of women and on determinants of gender gaps. For example, the gap between men’s and women’s earnings exists across the income distribution and the education distribution. But the gap is generally far greater for higher earners and for those with more education. Why? How do these gaps arise and what might reduce or eliminate them? Topics include the role of time controllability and compensating differentials; discrimination in pay in a host of circumstances; women’s bargaining skills; feedback mechanisms between household’s decisions and the labor market; children; parental leave policy; firm-level policies; childcare policies.

Distributive: Dist:SOC

Education

Engineering Sciences

ENGS 19.01 - Future of Energy

Energy production, distribution, and use is central to human activity. In many quarters, there is growing appreciation for the nexus among energy, climate change, the environment, and economic development. This course will focus on futures of energy as they impact, and are impacted by, these drivers. The course uses model-based approaches to develop global-scale energy scenarios and to explore the potential evolution of current and potential energy options in both localized and global settings.

Distributive: Dist:TAS

English and Creative Writing

ENGL 51.04 - Stories at the Edge of the World: Borderlands in the Age of Shakespeare

When did the world become global? Living an age of commerce and contact, the writers of Shakespeare’s England were also diplomats, explorers, soldiers, colonizers, and cosmopolitans. They composed poems and plays with one hand and foreign dispatches with the other, each time wondering at the encounters and tensions of a rapidly expanding world. In this course, we’ll explore stories of borderlands, wildernesses, colonies, voyages, and migration. As we read widely in literature and travel narratives—including Shakespeare’s defense of refugees from the forgotten play, *Sir Thomas More*—we’ll consider what borderlands offer the early modern imagination and what they looked like in reality. Along the way, we’ll be challenged to consider how we tell stories about

marginalized people and contested spaces in our own rapidly globalizing time.

Distributive: Dist:LIT; WCult:W

ENGL 53.44 - Indians in American Literature

Indians are uncanny absences in the American narrative and yet persistent fixtures in our national literature from its origins to the present day. This course examines the pervasive appearance of the seductive, strange, and evolving Indian figure in works by prominent American authors such as Nathaniel Hawthorne, Herman Melville, James Fenimore Cooper, William Faulkner, Ernest Hemingway, Willa Cather, and Toni Morrison. We will explore the shifting and ideological role of the Indian as tragic emblem, savage defender, spiritual ally, and modern foil. We will explore the complicated ways that the literary Indian has served to both authenticate and trouble the nation's founding narratives and desires, and more recently, to stand as a mythical antidote to postmodern crises of value, economics, ecology, and spirituality. We will consider the appeal of such tropes in particular regional and historical contexts, such as the Reconstruction South, as well as racial or ethnic ones, such as the African American appropriation of Indian resistance, nobility, and genealogies.

Distributive: Dist:LIT; WCult:W

ENGL 53.45 - Storytelling in Novels and Community

This course will focus on the role of storytelling and its importance to community in works of literature and anthropology. Rather than study short stories, we will consider why novels, as longer forms of fiction, nevertheless include storytelling by characters. How does such storytelling work? We will read several twentieth-century novels in which characters telling stories function as means of reforming community. In novels and anthropological study, we will pay particular attention to the ways that storytelling can reconceive identities of individuals and of history, at times opening up both so that persons and history become diverse and extensive. The boundaries of community may also become extensive, resisting containment and refusing to conform to a common cultural identity. We will read Walter Benjamin's essay "The Storyteller" as well as several critical essays focusing on storytelling. Novels will include William Faulkner's *The Hamlet* and *Absalom, Absalom*, Michael Ondaatje's *The English Patient*, and Toni Morrison's *Paradise*. Works of anthropology will include Kathleen Stewart's *A Space on the Side of the Road: Cultural Poetics in an "Other" America*.

Distributive: Dist:LIT; WCult:W

ENGL 53.46 - New York and the Metropolitan Imagination in Twentieth-Century American Jewish Literature

This course will offer an introduction to American Jewish culture by focusing on the perception of New York City among successive generations of Jewish writers, performers, and cultural activists. Although our focus will be primarily on literary sources, in English and translated from Yiddish, we will also consider memoirs, political documents, journalism, music, and film. The topics we will consider include: How are the ambivalences of immigration expressed among Jewish immigrants writing, alternately, in English or in Yiddish?

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How does the city provide new modes of expression for Yiddish writers?

How does music offer a venue for Jewish performers to enter an American "mainstream" while preserving an audible sense of Jewish difference?

How do Yiddish writers address the Holocaust, and what challenges emerge when translating Yiddish into English after the Holocaust?

How do post-War Jewish intellectuals, the children of immigrants, critique their society and influence the development, and denouement, of American liberalism? How does the "sexual revolution" challenge notions of a distinct Jewish ethnicity and ethos, and what strategies do Jewish authors develop to critique changing mores and morals from a specifically Jewish perspective?

How does an avant-garde Jewish theatre contribute to a contemporary understanding of American culture as multi-cultural, hybrid, and hyphenated?

Distributive: Dist:LIT; WCult:CI

ENGL 55.20 - The Case Study: Crime, Medicine, and Modern Society

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

ENGL 61.03 - 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 an 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.

Distributive: Dist:LIT; WCult:W

ENGL 61.04 - Madness, Magic, Metamorphosis: Unstable Character in Early Modern Drama

"Fair is foul and foul is fair," chant the witches of Shakespeare's *MacBeth*. Following their ominous words, this course explores how physical and psychic transformations reflect the uneasy coexistence of religion, myth, science, and the supernatural in Shakespeare's England. We begin with a slow reading of *King Lear*, in which a monarch's stormy madness destabilizes the natural world. Each week thereafter, we'll explore how playwrights use altered bodies and states of consciousness to reflect competing views of justice, truth, authority, and embodiment. As we test various critical approaches to the idea of literary character, we will weigh how well they account for the figures before us, who are defined by the mystical, the metaliterary, and the unnatural.

Distributive: Dist:LIT; WCult:W

ENGL 62.04 - Bound, Struck, and Captivated: Trauma and Desire in American Literature Before 1865

In this class we will explore some of the fundamental questions of both trauma studies and American literature: Is trauma an event, a process, or a condition of being? Is sex or power more predominant in human relations? Why do we put ourselves in harm's way despite our better intentions? Are life's worst experiences always inmitigable injustices, or are they potentially transformative? When, if ever, is a traumatic episode

'past'? Authors include Harriet Jacobs, Edgar Allan Poe, Herman Melville, Mary Rowlandson, Anne Bradstreet (with John Berryman), Susanna Rowson, James Fenimore Cooper, Nathaniel Hawthorne, Ambrose Bierce and critical essays by Toni Morrison, Michel Foucault, Sigmund Freud, Byung-Chul Han, Gilles Deleuze, Jacques Lacan, Cathy Caruth, Dorothy Stringer and Mitchell Brietwieser.

Distributive: Dist:LIT; WCult:W

ENGL 63.09 - Queer Literatures of Slavery

This junior colloquium asks how and why we might bring the perspectives and methods of queer studies to bear upon the history of slavery—and vice versa. We will examine questions of gender and sexuality, kinship and belonging, desire and the erotic, and history and futurity through readings in fiction, poetry, and drama alongside key works in the history of gender and sexuality, queer theory, and queer of color critique. Students will also develop critical skills and strategies for producing scholarship in literary and cultural studies, culminating in an original research paper.

Distributive: Dist:LIT; WCult:CI

ENGL 63.10 - Contemporary Science Fiction

In this course, students will read a wide selection of speculative fiction written since the 1980s, and mostly in the past decade. These texts imagine the births of artificial minds and bodies and the deaths of natural worlds, voyages through outer space and travels through time. We will think about the relationship between sex, race, gender, technology, and power both within the pages of these books and in the ongoing creation and disputation of science fiction canons. Authors will include Octavia Butler, Ursula Le Guin, NK Jemisin, Jeff VanderMeer, and Ling Ma.

Distributive: Dist:LIT; WCult:W

ENGL 63.11 - Race, Sex, Sensation

This course engages with theories of race, sex, and sensation in critical race and ethnic studies, black and women of color feminism, and postcolonial studies. How does the violence enacted on racialized, sexed, gendered subjects exclude such subjects from the category of the individual, rights-bearing human cemented in Western philosophy? How is this exclusion enacted on the very surface of the skin and distinctly felt on one's body? Who gets to claim humanity and subjecthood, and who has never been able to make such a claim? The readings in this course give an account of how racialized, sexed, gendered subjects are made to bear histories of enslavement, dispossession, genocide, and colonialism in ways that might not always be visible, but instead are sensed, felt, and embodied. We will work with literature, performance, and art that elucidates the political, social, and aesthetic possibilities found in the nonhuman, animality, objecthood, flesh, viscera, and touch.

Distributive: Dist:LIT; WCult:CI

ENGL 64.07 - Theory Before "Theory"

The twentieth century saw the rise of what has come to be called “literary theory”; but people have been writing theories about literature — about its purpose, its effects, its operations and mechanisms, even its very existence — for as long as other people have been writing literature. Students in this class will study the works of some of the canonical figures in that centuries-old tradition — Plato, Aristotle, St. Augustine, Kant, Schiller, Hegel, Nietzsche — alongside some other figures, such as Matthew Arnold, T. S. Eliot, and Erich Auerbach, who fall just outside the literary-theoretical canon but whose influence on literary studies has nonetheless been profound. Ideally, students will take this class as a complement to English 45: Introduction to Literary Theory rather than as an alternative to it.

Distributive: Dist:LIT; WCult:W

ENGL 71.14 - Knights, Camelot, Action!

This course will introduce students to medieval romance, one of the most popular genres of medieval literature and one that gives us some of the best-loved literary characters of all time. We will study the genre of romance, including Arthurian romance and other varieties, from the genre’s inception. We will pay particular attention to the form of story-telling that it popularizes, the concept of love that it systematizes, and the notion of heroism on which it depends. We will privilege English romance and will therefore read many texts in their original Middle English.

Distributive: Dist:LIT; WCult:W

ENGL 72.06 - Dickens in Context

This class will focus on the work of Charles Dickens in two distinct contexts. First, we will spend the term engaging in an intensive, deliberately slow reading of Dickens’s *Bleak House*, which was published from March, 1852 to September, 1853, in 20 monthly parts. By spreading our reading of this long, complex novel over the span of the fall term, we will gain access to something like the experience of its first readers, who encountered the text in units of several chapters, separated by time. Second, we will put Dickens and *Bleak House* in conversation with three other novelists and novels that shared the moment in the marketplace: Elizabeth Gaskell’s *Cranford*, published serially and edited by Dickens in 1851-52, Charlotte Brontë’s *Villette*, published in 1853, and Anthony Trollope’s *Barchester Towers*, published in 1855. Through work in Rauner Library, we will learn about the material history of literary production in the mid-Victorian period, and through engagement with contemporary critical and theoretical texts, we will learn about the implications of the narrative experiments Dickens, Gaskell, Brontë, and Trollope undertook in the 1850s. Though reading for the

course will be demanding, keeping up will be rewarded with ample room for lively in-class discussions.

Distributive: Dist:LIT; WCult:W

ENGL 74.06 - Frantz Fanon: Colonial War and Mental Disorders

This course is an introduction to postcolonial theory through an exploration of the writings of Frantz Fanon, a Martiniquan psychiatrist and anticolonial thinker, who wrote extensively on the political and psychical impact of colonization on both the colonizers and the colonized. In the course, we will read Fanon’s early essays on black subjectivity in *Black Skin, White Masks*; his more overtly political writings on violence and revolution in *Wretched of the Earth*; and, his clinical writings on madness, institutionalization, and psychotherapy, collected in the newly translated *Alienation and Freedom*. Throughout the course of the term, we will pay close attention to questions of racial and sexual difference in Fanon’s work as well as the way his writing remains critical for postcolonial political thought.

Distributive: Dist:LIT; WCult:NW

Environmental Studies Program

ENVS 14 - Sustainable Food Systems

Sustainable food systems demand an answer to the question, what is sustainable? This course will explore the many names and faces of food, asking students to critically evaluate sustainability from scientific, social and political perspectives. The course is organized into three modules: 1) food, 2) energy & ecology and 3) environmental justice. The first module provides an overview to food systems, taking a look various management styles and their environmental consequences. We will pull examples from historical times to the present, from the precursors of the Dust Bowl to concentrated animal feed operations (CAFOs). The second module will provide a scientific understanding of the key energetic and ecological components that contribute to the sustainability of food systems including its contribution to climate change and global deforestation. In the third module we will examine the social injustices of food systems, from its twin roles in obesity and hunger to the development of key social movements striving for a new but old “peasant-way of life”.

Distributive: Dist:TAS

ENVS 80.10 - Coupled Human-Natural Systems: Theory and Practice

This course is an introduction to coupled human-natural systems, exploring how social, ecological, and environmental systems are linked and feedback to influence each other. Increasing human demand for Earth’s limited resources has resulted in a plethora of hazards to

the natural world; problems which are unlikely to be solved without understanding the links between human and natural systems. Here, we will explore some of the complex, sometimes non-intuitive behavior that results from coupling these systems. The primary objective is to introduce students to the tools and techniques of complex systems science used for researching coupled human-natural systems. In a series of lectures and computer laboratory modules, students will be introduced to significant areas of research in the field and learn how to analyze and leverage basic continuous and discrete time differential models and spatiotemporal statistics to address socio-ecological problems. The course will provide basic coding instruction, as necessary. No prior experience in coding is needed. In a final project, students will work in groups to develop or adapt an existing socio-ecological model, gather and analyze existing data, as well as interpret the implications of their results for human management.

Distributive: Dist:QDS

ENVS 80.11 - Social Ecological Systems: Theory and Methods

The concept of social ecological systems (SES) provides a useful theoretical framework for confronting modern environmental challenges. This course uses the SES model to explore natural resource and conservation challenges across a range of historical, social, and political contexts. Case studies will compare and contrast the Global North and South, with special emphasis on the Upper Valley and sub-Saharan Africa. Through discussions, lectures, field activities and independent projects, students will develop a multidisciplinary skills “toolbox” for SES research.

Distributive: Dist:TAS

Film and Media Studies

FILM 41.18 - Latinx-ploitation

This course serves as an introduction to the history of Latinx cinema, Latinx film spectatorship, and exploitation cinema in the United States. Latinx audiences have long been an interest and target of the Hollywood studios. Since the beginning of sound in film, the studios grappled with reaching this linguistically and culturally-diverse demographic. Since the late 20th century, the studios have widely acknowledged the box office power of that group. Time and again, however, the Hollywood industry has failed to accurately identify and engage Latinx peoples on both sides of the US-Mexico border. Applying theories of racialized spectatorship and performance and film genre and authorship, we will interrogate this historically troubled relationship and grapple with its consequences for Latinx representation and inclusion in American cinema. \f\

Distributive: Dist:ART; WCult:NW

FILM 41.19 - The Musical

This course introduces students to the history and evolution of the musical film. From the beginnings of sound cinema, the musical has entertained diverse audiences. While its popularity has at times waned, the musical continues to appear on 21st century movie screens. What accounts for the musical’s popularity in different moments in the past? What have been its central themes and cultural preoccupations? How have filmmakers developed a cinematic language in order to lend musicals expression? And what kinds of theoretical paradigms have scholars employed in order to better understand the genre’s evolution?

Distributive: Dist:ART; WCult:W

FILM 42.18 - Migration, Mobility and the Movies: German Film in Global Context

European borders have become a popular setting in world cinema since the development of global tourism and the recently declared “international immigration crisis”.

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In this class, we study film as an aesthetic and political medium and explore how directors construct and deconstruct borders in their audience’s imagination. We analyze the concept of cinematic ‘borderscapes’ and examine how depictions of borders rely on narratives, images and imaginations. We do not only assess who is crossing international borders – commuters, tourists, immigrants, refugees, human traffickers and their victims – but we also examine who is welcome to cross, who is welcome to stay and who has to be expelled. We put German cosmopolitan road movies, tourist films and tales of successful and unsuccessful migration and integration in the context of global cinema and analyze differences in debates surrounding multiculturalism, migration and mobility, national identity and human rights.

Distributive: Dist:INT or ART; WCult:CI

FILM 44.06 - Storytelling in the Digital Age

How can you use storytelling as a creative strategy for the digital age? Learn how to craft experiences through the power of story across a variety of media forms. Creative assignments explore fundamental storytelling elements and tactics, and interrogate how form impacts content. In the final project, students will push the boundaries of storytelling and content creation to develop a concept pitch for a project of their own design.

Distributive: Dist:ART

FILM 44.07 - Docu-Fantasy and the Speculative Narrative in Multi-Ethnic Cinema

This course traces the evolution of the speculative narrative in non-fiction film in multi-ethnic and marginal filmmakers. We look at the work of Vietnamese, African-American, and German filmmakers in order to analyze how their works were part of a movement that affirm the validity of dreams, and function to expand the filmic imagination past traditional conceits of reality and realism. Final projects may be in any chosen genre, including, but not limited to, abstract imagery, documentary films, installations or experimental formats that invoke the theme “docu-fantasy”.

Distributive: Dist:ART

FILM 44.08 - The Art of Adaptation and Storytelling

This theoretical and practice-based course is a study of the conversion of oral, historical and fictional narratives into stage drama, cinema and literary texts. Special attention will be given to the cultural and political implications of cross-generic transformation, formulaic conventions and concepts of “genre,” “crossover appeal” and “adaptation.” Throughout the term, the intersections of race, culture and economics will be regularly questioned. Black cultural storytelling in various mediums and genres will be examined to serve as a point of entry into discussion of cultural worldview and storytelling in order to aid and encourage students to explore the theories, concepts and practice of adaptation from multiple, diverse vantage points and areas of interest. Building upon the adaptations they created in the first half of the quarter, students begin translating their stories visually in the “production” phase of the course. They assess how emotional information is translated in the original form and invent new ways of translating this content in their new visual format. Final projects can be interactive stage pieces, video installations or films.

Distributive: Dist:ART; WCult:CI

FILM 44.09 - Cinematography I: Lighting and Composition

The primary focus of Cinematography I is to explore lighting and composition as an extension of cultural identity to explore how to use the apparatus of the camera to tell a compelling story visually. In addition, we look at the elements of composition, aesthetic style, and lighting that factor into a visually compelling narrative. Whether fiction or non-fiction, or all around experimental, we ask the question- how can we use cameras to provoke emotional, visceral and even intellectual responses in the viewer. The course introduces students to the artistic and technical language used across analog and digital platforms but emphasizes experience. Students also gain practice in the following areas: Mechanical Camera Control and Operation, Lighting, Principles of Color, Exposure, Resolution/Depth of Field, Movement and Composition.

Student mastery of these concepts is reinforced through dynamic class exercises and a final project. Additionally, students develop a sense of visual style and learn to interpret the appropriate application of it according to story or product.

Distributive: Dist:ART

FILM 47.26 - Film and Fashion: Dressing the Part

This course examines the interrelations between film, costuming, and fashion cultures. We will look at theories of fashion, “the fashioned body,” and costume, reading them against trends in fashionable dress, body image, and fashion subcultures, as well as against histories of film costuming and spectacle. Screenings include media texts from different historical periods that reflect or have influenced fashion of their time and/or represent interesting challenges for costuming.

Distributive: Dist:ART; WCult:W

FILM 47.29 - Latinx Stage and Screen

This course will examine the Latinx stage and screen, focusing specifically on musicals that portray Latinx lives. We will focus on canonical works—including *West Side Story*, *Zoot Suit*, and *Hamilton*—in order to deepen our knowledge of their form, production history, historical reception, and contemporary place in American culture. We will take an interdisciplinary approach, drawing our reading assignments from the fields of Ethnic Studies, American Studies, Performance Studies, and Film and Media Studies, in order to analyze these productions as they traveled from stage to screen (and sometimes, back to the stage) and the representational and cultural politics involved in that shift. Finally, we will explore not only the musicals themselves, but also the historiography that has informed our understanding of them. Writing assignments will ask the students to reflect on the evolution of scholarly arguments regarding these canonical works.

Distributive: Dist:SOC; WCult:NW

FILM 47.30 - Black Looks: A Survey of Race and Representation in Cinema and Visual Media

This course surveys the evolution of race and representation in visual media. Special attention will be given to black subjects and the socio-economic, historical and political factors that feed into depictions of black life, dominant tropes within these historic depictions, and the aesthetics of emergent voices that help to shape a new black subjectivity on screen. Students are encouraged to draw connections between discourse about black subjectivity with that of identities through doing “close readings” of screen representations and images. In their final projects, students write about and create work relating to black subjects or the broader theme of race and representation in visual media.

Distributive: Dist:ART; WCult:CI

French and Italian Languages and Literatures

FREN 55.06 - Politics and French Intellectuals

The modern intellectual was invented in France at the time of the Dreyfus affair. In the twentieth century, French intellectuals were seen as moral guides and social critics. They engaged in philosophical speculations by bridging theory with practice. During political crises, intellectuals engaged in public debate as a means of influencing society. We will examine figures such as Zola, Benda, Breton, Sartre, Camus, Beauvoir, Aron, Foucault, Ben Jelloun, Derrida and Kristeva.

Distributive: Dist:TMV; WCult:W

FRIT 37.08 - Obsessive Affinities Contemporary French & American poetry

This deeply experiential course examines the rich history of transatlantic desire, negotiated over the love of poetry. The United States has always figured heavily in the collective French imaginary ever since the American Revolution, for instance in the works of Tocqueville and Chateaubriand. American literature, however, gains particular prominence toward the mid-twentieth century with the transatlantic travels of Simone de Beauvoir, André Breton, Jean-Paul Sartre, and Philippe Sollers among authors, to the point that French writers began wondering how one can even be French in the first place. The course explores this crisis in national identity through a series of important poetic Franco-American friendships and collaborations: Edmond Jabès and Rosmarie Waldrop; Emmanuel Hocquard and Michael Palmer; Serge Pey and Allen Ginsberg; the Fondation Royaumont; the poetry collective *double change*; among others.

Distributive: Dist:LIT; WCult:W

ITAL 37.09 - Italian Ecologies: Italy and the Environmental Humanities

What can Italy teach us about our relationships with the nonhuman world in the current socio-environmental crisis?

In this course, we will focus on how Italian writers and activists, visual artists and philosophers engaged with real and fictional environments, and how their engagements reflect, critique, and animate the approach that Italian culture has had toward the physical environment and its ecology since late antiquity. Through a comparative and interdisciplinary approach, we will explore topics including climate change, environmental justice, animal ethics, and the potential relationships between socio-environmental degradation and epidemics. We will thus analyze how Italian ecological narratives fit within the current transnational debate occurring in the Environmental Humanities.

Our goal is to provide both an account of how Italian culture has shaped contemporary environmental thought and how Italian authors are presently developing unique ecological approaches to raise questions about the role of humans in a possible post-natural world.

This class is taught in English but with x-hours in Italian for majors/minors.

Distributive: Dist:LIT; WCult:W

Geography

GEOG 4.02 - Introduction to Geospatial Thinking

This course is an introductory survey into key concepts of geographical thought (e.g., place, space, and territory) and their interconnection with a range of geospatial tools and techniques (from paper maps to global positioning systems). By developing geospatial thinking, students will enrich their understanding of spatial data and technologies through concepts and debates in the field of geography. Conversely, command of geospatial tools and techniques will help integrate their use with other types of knowledge.

Distributive: Dist:SOC

GEOG 50.02 - Web Mapping and Application

This course is an introduction to creating web mapping applications on the Internet and serves as an introduction to building map-based web applications. Students will design, develop, and implement web mapping applications using ESRI software and open source software. Students will work with web authoring tools, learn basic javascript, and work with basic visualization tools. Content will focus on the theories and principles behind web mapping, distributed and cloud computing, graphic design, application building, and critical aspects of web-based cartography.

Distributive: Dist:TAS

GEOG 60 - Earth System Modeling

What will Earth look like in 2100? Scientists use the world's most sophisticated computer programs—climate models—to answer such questions. This applications-based class introduces the theory and practicalities of process-based modeling for climate science. We will employ a range of models, from 0-dimensional to fully-coupled global-scale Earth System Models. Focusing on climate change, we will learn the potentials and pitfalls of modeling complex systems and how to evaluate models and their societal relevance.

Distributive: Dist:SCI

GEOG 61.01 - Hydroclimatology

Interactions between energy and water shape the natural environment and society. This course will examine the spatial and temporal dynamics of the

hydrologic cycle, focusing on radiative and turbulent fluxes, precipitation, evapotranspiration, vegetation, soil moisture, runoff, and anthropogenic influences. Lectures will introduce key topics, followed by student-led discussions of relevant journal articles, and a research project will allow students to apply the concepts learned in class to a topic of interest.

GEOG 80.09 - Geographic Methods in Humanitarian Settings

Over 134 million people worldwide are affected by humanitarian emergencies. Geographic methods (e.g. spatial statistics, remote sensing, and mapping) answer questions about the role of place in humanitarian emergencies. We will 1) investigate the use of spatial data and 2) identify challenges that must be addressed to generate technically rigorous and ethical conclusions in humanitarian environments. Critical theory and empirical case studies will inform our discussions. No prior experience with geographical information systems is required.

GEOG 80.10 - COVID-19 and the Social Life of Epidemics

This course interrogates the COVID-19 pandemic, putting it in broader historical, geographic, and scientific contexts. To do so, it focuses on different disease epidemics, including the Plague, flus, cholera, and HIV/AIDS. A COVID-19 journal gives students a chance to think, reflect, and process what they are learning and their experiences together. Through this course, students will better understand science, biomedicine and other healing systems, the medical system, the United States, and global health today.

Distributive: Dist:INT or SOC

German Studies

GERM 42.10 - Naughty Nuns, Rowdy Knights and Feisty Poets: The German Middle Ages

This course investigates instances of rebellion against worldly and spiritual powers in fictional and nonfictional texts of the German Middle Ages. Case studies include gender roles in the twelfth century correspondence of Hildegard of Bingen, the undermining of the court's strict code of heroic behavior in chivalrous epics by thirteenth century courtly poets (Vogelweide, Straßburg) and the violation of sexual taboos and class borders in fourteenth century conduct literature. The course is taught in English.

Distributive: Dist:LIT; WCult:W

GERM 42.11 - Literature and Psychoanalysis: The Cultural Legacy of Sigmund Freud

Those new to Freud might be surprised by the role of literature in his texts. Why, for instance, are *Hamlet* and *Oedipus* so important in articulating theories of the psyche? Why might a medical practitioner analyze novels in addition to analyzing patients? Our goals for this course are twofold: First, we will work to understand Freud's texts on their own terms as we familiarize ourselves with psychoanalytic theories. Second, we will situate these works within a broader cultural context, reading them alongside literary texts that Freud explicitly addresses and alongside literary, filmic, and theoretical works that draw on psychoanalytic concepts. Our discussions of the cultural imprint of Freudian thought will encompass a variety of themes, from gender and sexuality to Jewishness to the clinical techniques central to psychoanalytic practice. We will grapple with the promises and limitations of Freud's own literary "archive" and the cultural products that archive Freudian thought.

Distributive: Dist:LIT; WCult:W

GERM 42.12 - Fictions of Survival: Robinsonades and Adventure Stories

This seminar follows the traces of the Robinsonade and the adventure novel. Where do the roots of such adventures lie—adventures that are experienced and capable of being told as tales? When did it become possible to turn adventures into a business or entertainment? What is an adventure to begin with? Can it be described as a form? These questions themselves show just how wide a net we have to cast if we are to apprehend something of what constitutes adventures and adventurers. This question needs to be considered in the terms of literary, cultural, and media history. With regard to adventurers (both male and female), a highly interesting question to examine is whether they consciously expose themselves to danger in order to experience an adventure or whether the adventure is the inadvertent consequence of fate or accident. The character and significance of these questions changes as they approach the present, in which the pursuit of adventure is becoming ever more widespread and its documentation includes real-time transmission almost as a matter of course.

Distributive: Dist:LIT; WCult:W

GERM 43 - Migration, Mobility and the Movies: German Film in Global Context

European borders have become a popular setting in world cinema since the development of global tourism and the recently declared "international immigration crisis".

In this class, we study film as an aesthetic and political medium and explore how directors construct and

deconstruct borders in their audience's imagination. We analyze the concept of cinematic 'borderescapes' and examine how depictions of borders rely on narratives, images and imaginations. We do not only assess who is crossing international borders – commuters, tourists, immigrants, refugees, human traffickers and their victims – , but we also examine who is welcome to cross, who is welcome to stay and who has to be expelled. We put German cosmopolitan road movies, tourist films and tales of successful and unsuccessful migration and integration in the context of global cinema and analyze differences in debates surrounding multiculturalism, migration and mobility, national identity and human rights.

Distributive: Dist:INT or ART; WCult:CI

GERM 43.05 - Of Golems, Vampires, and Robots: The Haunted Screen of Weimar Cinema

Weimar Cinema prefigures the rise of the Third Reich, but it also reacts to the trauma of the lost War, and to the fear of changes brought on by modernity: secularization, industrialization, urbanization, the rise of the “new woman,” and changing forms of sexuality. In this course, we will meet the most famous of these uncanny cinematic creations and study them in the larger cultural and social context that marked the transition from the demise of the German Kaiser to the advent of the Führer.

Distributive: Dist:ART; WCult:W

GERM 44.05 - Where the Wild Things Are: The Culture of Environmentalism in Germany

Long before it became a twenty-first century buzzword, “sustainability” (*Nachhaltigkeit*) was a term coined and propagated by nineteenth-century German pioneers of nature conservation. For inspiration they drew not on political thought or science, but on works of art, philosophy, and literature where nature—especially the forest—loomed large. This course will focus on culture as a primary vehicle for Germany's ecological consciousness through the nineteenth century, the Third Reich, the Cold War, and the present.

Distributive: Dist:LIT; WCult:CI

GERM 44.06 - German-Jewish History

This course is an immersion in the interdisciplinary approach to the history, culture, religion, and philosophy of Jews in Berlin, Prussia, Germany, and Central Europe from the late 18th century to the present day that will include reading primary and secondary sources and visiting the actual sites where the historical events occurred.

Distributive: Dist:INT; WCult:CI

GERM 46.02 - Kafka and Brecht: Alienation, Satire, and Revolt

Franz Kafka (1883-1924), the most influential prose writer of the 20th century, and Bertolt Brecht (1898-1956), probably the most influential dramatist, both examine the alienated and un-heroic modern individual in her/his unhappy relationship to hostile social environments: dysfunctional families, impenetrable bureaucracies, heartless capitalist economies. Both use experimental techniques in form and content to shake their audiences out of their complacent worldviews and lazy habits of thought and feeling; both are darkly, mordantly, hilariously funny. Conducted in English. By special arrangement, this course can also be used to count toward a German Studies major or minor. Open to all classes.

Distributive: Dist:LIT; WCult:W

GERM 65.09 - (Research Seminar) Taboo Relationships: Deviant Desires in German Literature and Film

This course will critically examine representations of forbidden sexual desires within human relationships in German literature, film and the visual arts that deviate from present norm(s) set by the dominant culture(s). Discussions are based off of material from the Middle Ages to the Present and center on artistic fantasies that involve social taboos including adultery, object-love, voyeurism, exhibitionism, prostitution, masturbation, sadomasochism, the art of pornography, same-sex love and age-difference relationships. We will situate each theme in its historical and literary context and investigate in what ways imagining sexual desires beyond the publicly acceptable may be read 1) as a call for non-conformism and rebellion against the repressive politics of the state exacted on the individual subject, 2) as a response against the psycho-medical field's narrow labeling of sexual desires as degenerate perversions of middle class morals, 3) as cautionary tales that aim to redress such perceived acts of deviance and reestablish the moral order of the majority and 3) as artistic expression of that which is fundamentally human, i.e. the wide range of human sensory perception between the self and the other, which leads to such desires. The fictional material will be supplemented by medical, legal and political texts that seek to classify, regulate and fight for the expression of sexual relationships that are considered “beyond the norm.”

Distributive: Dist:LIT; WCult:W

GERM 82.07 - On Literary Adaptations - How to become a Transformer

Bad books make good movies? This is the question in today's Germany more than ever. Transforming bestsellers into films, series, graphic novels and radio plays has become the latest trend. This course deals with this relatively new phenomenon. Not only will we talk about what sets one media apart from the other; the works by Wolfgang Borchert, Günter Grass, Christine Nöstlinger,

Marcel Beyer, W.G. Sebald, Timur Vermes and Volker Kutscher all deal with the Third Reich: But can visuals do the same as texts here? And what about the change of the concept of “German guilt” in the past 75 years? Taught in German.

Distributive: Dist:LIT; WCult:W

Government

GOVT 30.04 - Political Misinformation and Conspiracy Theories

Why do people hold false or unsupported beliefs about politics and why are those beliefs so hard to change? This course will explore the psychological factors that make people vulnerable to political misinformation and conspiracy theories and the reasons that corrections so often fail to change their minds. We will also analyze how those tendencies are exploited by political elites and consider possible approaches that journalists and civic reformers could employ to combat misperceptions.

Distributive: Dist:SOC

GOVT 34 - Congress and the American Political System

This course introduces students to the analysis of public policymaking in the U.S. Congress. Special attention is paid to the evolution of the House and Senate as institutions, to elections and to the interactions among elections, institutional arrangements, and policymaking.

Distributive: Dist:SOC; WCult:W

GOVT 40.26 - Authoritarianism vs. Democracy in Central & Eastern Europe

This course is designed to present an overview of the politics of Central & Eastern Europe from the early 20th century up to the present day. First, we will discuss the creation of independent states from large empires, and the impact of World Wars I and II. Next, we will examine the over forty years of communist rule, and its breakdown in 1989. In the last section of the course, we will discuss the difficult transition to democracy, accession to the European Union, and several topics to explore the quality of democracy in the region including dimensions of political competition and political participation. As we move throughout the course, we will maintain a comparative approach to understanding the varying political outcomes seen in the region.

Distributive: Dist:INT or SOC

GOVT 40.27 - Epidemics in History

The COVID-19 outbreak has caused a profound disruption of life in the United States and around the world. For virtually everyone alive today, the epidemic is an unprecedented and unexpected event. Yet over the last

three millennia, epidemics have been one of the foremost drivers of human history. Infectious diseases have affected the fate of great civilizations and empires, reshaped the economic fundamentals of large societies and influenced art and culture in innumerable profound ways. This course is an interdisciplinary introduction to some of the most dramatic epidemics in history and the consequences they had on societies around the world.

Distributive: Dist:INT or SOC

GOVT 50.19 - Development Under Fire

This course examines the recent emergence of foreign assistance as a tool of counterinsurgency and post-conflict reconciliation in countries as diverse as Afghanistan, Iraq, Colombia, Liberia, Pakistan, and the Philippines. The course has three broad purposes: (1) to introduce students to leading research on the motives and dynamics of violence in civil war settings, with a focus especially on the post-1945 era; (2) to develop an understanding of the multiple ways in which different actors - including militaries, rebel organizations (i.e. the Taliban), state agencies (i.e. USAID), non-governmental organizations (i.e. Doctors Without Borders), and international organizations such as the World Bank - have used aid in these environments, and how aid and violence intersect; and (3) to provide students with a grasp of the different approaches that have been used to evaluate aid in these settings, including randomized control trials, quasi-experiments, interviews and focus groups, and survey experiments.

Note that the course does not presume any background in either political science or economics, though introductory courses (especially in microeconomics and development studies) will prove useful. Familiarity with quantitative social science (i.e. regression analysis) will also be helpful but is not essential.

Distributive: Dist:INT or SOC

GOVT 83.26 - Public Policy and Pandemics

Through readings and lively discussions, this course will investigate public policy and the current pandemic, informed by what we know from the past. We will read scholarly works from across disciplines including history, communication, political science, law and medicine. We will learn about pandemics in the context of wealth inequality, global security, local governance, civil liberties, environmental law, international cooperation, health insurance prevalence among others. Students will also give presentations in the final sessions of this class. Presentations should focus on the current pandemic and government's response at the local, state, national or global level.

Distributive: Dist:SOC

GOVT 84.38 - Trading Places: How Chile Passed Argentina on the Road to Development

This course will investigate and analyze the factors that led to and inhibited development in Chile and Argentina. It will trace key economic, political and social variables in both countries from the export-led growth period of the Second Industrial Revolution to the present time in an effort to draw conclusions regarding why, when, and how Chile was able to advance at a faster pace than Argentina.

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In doing so, the course will draw on tools of economic, political and historical analysis, seeking to compare the two case studies in a multi-disciplinary framework. The course will be a seminar in order to stimulate student discussion.

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Distributive: Dist:INT or SOC; WCult:NW

GOVT 84.39 - Comparative Ethnic Politics

In this seminar we will explore critical questions concerning the impact of ethnic diversity on politics across a wide range of societies. First, we will discuss the construction of ethnic identities, and how these identities are mobilized politically. Second, we will examine the impact of ethnic mobilization on democratic politics. Third, we will look at whether and when mobilized ethnic identities contribute to an increased likelihood of ethnic conflict. Fourth, we will turn to an in-depth case study of Yugoslavia to illustrate theories discussed throughout the semester. The goals of this course are to give you a deep understanding of both major and new debates in comparative ethnic politics, as well as to expose you to a variety of different cases and methodologies. You will get extensive practice in analyzing academic sources, and articulating your own arguments both in class and through your writing. Additionally, you will be able to build upon your own interests through a research paper on a topic of your choosing, and this course will allow you to develop skills towards completing a successful research project.

Distributive: Dist:INT or SOC; WCult:CI

GOVT 85.40 - The Cold War

This course explores the international political dynamics of the Cold War, from the origins of the conflict in the late 1940s to the fall of the Berlin Wall and collapse of the Soviet Union four decades later. Drawing on history and international relations theories, the course will address questions related to the causes of the Cold War, the role of nuclear weapons, the ebb and flow of cooperation between

the superpowers, and the dynamics of particular conflicts within the Cold War, such as Korea, Vietnam, and the Cuban Missile Crisis. The course will conclude by examining why the Cold War ended and whether a “new Cold War” is likely on the horizon.

Distributive: Dist:INT or SOC

GOVT 85.41 - Political Violence

This seminar surveys the causes, effects, and consequences of political violence across several empirical domains, including civil war, interstate war, insurgency, coups, rebellions, and organized crime. Given the explosion of research on political violence over the past decade, the course is not (and cannot be) a comprehensive review of the literature. In truth, each of the weekly topics could be the subject of its own dedicated course. Instead, the seminar offers a curated view of some of the core works in the field as well as emerging research areas. Particular attention is paid to recent scholarship (mostly within the past five years) to identify conceptual, theoretical, or empirical gaps in existing studies that might inspire your own research efforts. The course is deliberately interdisciplinary: we draw on political science, behavioral economics, social psychology, history, and anthropology, along with some research in natural sciences. It also bridges the disciplinary divide separating comparative politics and international relations by drawing on both civil and interstate wars, as well as violence at lower levels of intensity and scale. Selected readings also span multiple levels of analysis, ranging from sweeping cross-national comparisons across hundreds of years of history to subnational within-country comparisons to organizational and individual-level approaches. Equal weight is given to theory and research design when discussing these readings.

Distributive: Dist:INT or SOC

GOVT 85.42 - Quantitative Analysis of International Cooperation

This course is a seminar on international relations and statistics. It is intended to provide undergraduate students with the opportunity to read and discuss a range of scholarly literature on cooperation in the international system. It also intends to provide a survey of advanced empirical tools applicable to the topic. We will study conditions under which countries establish, maintain, and terminate cooperation, the design of international agreements and institutions, and the influence of international agreements on foreign policy decisions in various issue areas. Throughout the course, we will also learn statistical methods that have been designed to address such QDS research questions and their applications. The examples include, but not limited to, generalized linear models, matching techniques, ideal point estimation, two-stage least squares, and treatment-effect estimates. This course will culminate in an individual research project. Students will leave this course with a better understanding

of international relations, increased ability to design and conduct their own research, and improved quantitative analytical skills.

Distributive: Dist:INT or QDS

GOVT 85.43 - Advances in the Study of International Conflict

This collaborative and team-taught course seeks to introduce advanced undergraduates to cutting-edge research on topics by leading experts in international conflict. Taking advantage of an online format, the course features instructors from 11 different universities. The course is organized around important theoretical and empirical puzzles in world politics, including why states go to war, why they win, the rise of China, and how new technologies like robotics and artificial intelligence will shape the future of the international order. Each week features a new topic and a series of online (asynchronous) lectures and (live) discussion seminars. Dartmouth students will thus have the opportunity to hear lectures from leading experts and to participate in a joint, all-university, weekly discussion section led by each professor. We will also have a separate online discussion for Dartmouth students only that I will lead.

Distributive: Dist:INT or SOC

GOVT 86.38 - Justice and Work

This course examines how our societies ought to arrange their political and economic institutions and public policies with respect to work. Students will evaluate the existing world of work and ask whether and in what respects it ought to be transformed. Subjects we will consider include: workplace inequalities; the duty to work and workfare requirements; decent and meaningful work; public support for caregiving; emotional labor and domestic work; workplace democracy and public control over the means of production; shortening work hours and a universal basic income; and technological change and the future of work.

Distributive: Dist:TMV

GOVT 86.39 - Practical Wisdom and Its Enemies: Why we need this master virtue, how we learn it, and what corrodes

The subject of this course is Practical Wisdom. Throughout the course, we will be investigating five questions: (1) What is practical wisdom? (2) Why do we constantly need it to make tough ethical choices in everyday life? (3) How do we learn it? (4) How is it undermined by incentives, rules, and digital technology? (5) How can it be learned and protected in our everyday lives and in academic, professional and political institutions?

We will investigate these questions in several important domains of life—friendship, education, work, medicine, law, and politics. We will look at classical and modern

theories in philosophy and psychology about what practical wisdom is and how it is learned, and undermined. Throughout the course, we will be contrasting decision-making that depends on practical wisdom, or judgment, with decision making that depends on rule-following and incentives.

Distributive: Dist:TMV

GOVT 86.40 - Law and Society

This seminar examines some of the myriad relationships between courts, laws, lawyers and the larger society in the U.S. Issues covered include legal consciousness, judicial biases, the role of rights, access to courts, legal education and the legal profession, and implementation of judicial decisions. It is not a law course. No judicial decisions are assigned.

The substantive goal of the seminar is to help you develop a more sophisticated and deeper understanding of the ways in which laws, lawyers, judges and courts actually interact with people's day-to-day lives. In addition, through class discussion and papers, the seminar aims to sharpen your ability to effectively communicate your ideas. Part of effective communication is improving your ability to disagree with others without being disagreeable, to express your views in ways that respect others and open, rather than, close discussion.

Distributive: Dist:SOC

GOVT 86.41 - Ethics, Politics, and the Law

This interdisciplinary course will examine normative issues about ethics, politics, and the law. Specific question studied might include the following: When is the state justified in using coercive force to secure compliance with the law? How should we proceed with those who disagree with us about normative questions within a democratic, pluralistic society? Are there correct answers to normative questions at all, and (if so) how might we improve in learning about them?

Distributive: Dist:TMV

GOVT 96.01 - Russia in the World

This course will survey Russian foreign relations with the United States, the European Union, East Asia, the Middle East and the former soviet states. It will do so while covering a number of important themes for the Russian state including energy, economic dynamics, geopolitics, transnational coalitions, and diplomacy. Students will benefit from having multiple professors teaching in their specific areas of expertise. Students should come away from this class with a deep understanding of Russia's role in the world, its future ambitions and how these impact the current world order. While formal lectures will end in the Moscow portion of the trip, students will receive further

instruction via guest speakers, meetings and experiential learning events in St. Petersburg.

Distributive: Dist:INT; WCult:W

GOVT 96.02 - Russian Political Systems

This course will give students an in-depth understanding of domestic Russian political systems. It will begin with a brief history of the Russian nation and then cover contemporary Russian political institutions, political behavior, the national budget, media, human rights, and group politics (race, LGBT rights, youth movements, and gender). Students will benefit from having multiple professors teaching in their specific areas of expertise. Students should come away from this class with a very solid understanding of modern, domestic politics in Russia.

Distributive: Dist:INT; WCult:W

GOVT 96.03 - Special Topics in Russia

This class will cover contemporary U.S.-Russian relations with a specific focus on the new age of information warfare. We will cover electoral interference, cyberwar, propaganda and the perils of modern diplomacy. We will do so with book and article readings, lectures, discussions, and guest talks. We will also meet about one third of the time with Professor Gronas and his students to benefit from the perspective of an expert on Russian culture and language. Students should come away from the course with a solid understanding of the challenges of information warfare, both defensive and offensive, between nuclear powers. The course will begin with an introductory reading on modern Russia. We will then move to specific topics in information warfare with a final reading on the perils of modern diplomacy between the U.S. and Russia in the contemporary context. In most class sessions, students will be chosen to be discussion captains. They will present additional material closely related to the assigned readings which help us understand the topics of study more thoroughly or from additional perspectives. Students will also complete an essay-based midterm and final exam based on the material covered in class.

Distributive: Dist:INT; WCult:W

History

HIST 2 - #EverythingHasAHistory: Understanding History Today

This introductory course will explore the historical roots of current events in the United States. This course demonstrates how history is woven into the fabric of our everyday lives and why understanding history is important for understanding the present and navigating the future. We will focus on case studies—such as immigration and borders, computers and society, and race and whiteness—and expect the syllabus to evolve in real

time depending on what is in the news during the quarter. This class serves as an introductory course for History majors, but is open to all students.

Distributive: Dist:SOC; WCult:W

HIST 4.03 - Introduction to the Modern Middle East and North Africa

The diverse nations and peoples that make up the Middle East and North Africa are of major significance in our contemporary world, at the same time that they are often misunderstood or given only superficial (albeit spectacular) popular attention. This lecture course is designed to give students a nuanced introductory overview of the modern histories of this region. Students will read a variety of primary and secondary materials designed to familiarize them with the historical, cultural, and social processes that have affected and transformed the region in question, and will learn to put these regional histories in a global framework. The course begins with a brief summary of the early modern Islamicate “Gunpowder” Empires—Mughal, Safavid/Qajar, Ottoman—and then moves through several topics of significance: the era of European colonialism; the establishment of the nation state; competing discourses of nationalism; the emergence of Third Worldist and anti-colonial movements; the Israeli-Palestinian conflict; debates over the politics of gender; the effects of the Cold War; the processes of decolonization and the establishment of post-colonial states; the rise of revolutionary Islamism; oil politics and policies; globalization and neoliberalism; 9/11, terrorism, and wars in Iraq and Afghanistan; the Arab uprisings of 2010-2011; and the region’s uncertain present and future.

Distributive: Dist:SOC; WCult:NW

HIST 5.13 - Modern Latin America

This course presents the histories of Latin American and Caribbean societies, peoples, and nations from the onset of the Haitian Revolution in 1791 to the present. By placing Haiti at the center of the Age of Revolutions, this course also locates the Caribbean region within the Latin American context. We will study the region’s nation-building processes using an intersectional lens to explore how different people interpreted them through their own gendered, classed, and racialized identities.

Distributive: Dist:SOC; WCult:NW

HIST 10.03 - The Dartmouth Vietnam Project: Learning Oral History in a Digital Age

This course explores the theory and practice of oral history, a field in which historians conduct collaborative interviews with narrators to create new records of past events. Oral history interviews are used to explore both the lives of individuals and the histories of communities. In some cases, oral history provides a way to access voices and perspectives that are marginalized or

absent from the materials contained in traditional archives. The use of oral history interviews as primary sources raises complex questions about narrative, subjectivity, memory, and historical truth. In this course, students will not only learn and practice oral history interviewing, but also learn how to interpret and analyze the interviews they create.

Distributive: Dist:INT or SOC

HIST 31.02 - Migrant Nation: Immigration and Racialization in the Making of the United States

Current public discussions of immigration are deeply rooted in centuries-long conversations about who is allowed into the country and what it means to be an American. Drawing explicitly on the collective work of the “hashtag syllabus” movement, this course seeks to contextualize current debates over immigration reform, integration, and citizenship by considering migration from multiple perspectives—not just Ellis Island, but the Rio Bravo, Angel Island, Congo Square, and the Spirit Lake Dakota Indian Reservation.

Distributive: Dist:SOC; WCult:CI

HIST 36.02 - Epidemics in History

The COVID-19 outbreak has caused a profound disruption of life in the United States and around the world. For virtually everyone alive today, the epidemic is an unprecedented and unexpected event. Yet over the last three millennia, epidemics have been one of the foremost drivers of human history. Infectious diseases have affected the fate of great civilizations and empires, reshaped the economic fundamentals of large societies and influenced art and culture in innumerable profound ways. This course is an interdisciplinary introduction to some of the most dramatic epidemics in history and the consequences they had on societies around the world.

Distributive: Dist:INT or SOC

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

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

HIST 70.02 - Modern Iran

This course examines the history of Iran from the early modern to the contemporary period. We will start in the era of the Islamicate empires then move through European imperialism, the rise of modern nationalism, the Constitutional Revolution (1905-1911), the formation of Pahlavi state institutions, the 1953 coup, the 1979 revolutionary movement, the establishment of the Islamic Republic, the Iran-Iraq War, and more. Students will learn to think through Iranian history in domestic and global contexts.

Distributive: Dist:SOC; WCult:NW

HIST 78.04 - Slaves and Rebels in Korea, 1392-1910

This course explores the history of Choson Korea (1392-1910) through the experiences of outcasts and commoners. By examining the desires and despair of peasants, slaves, rebels, entertainers, and religious minorities, this course assesses the foundation of the state and the operation of society as manifested at the margins of society. How did the religious and intellectual heritage of Korea legitimize hereditary status, slave ownership, gender division, and regional discrimination? In what ways did ordinary people conform to or struggle against elite governing? Does the longevity of the Choson dynasty testify to the successful control of the status system by those at the top? Or does the stability elucidate social mobility and dynamic interactions across the status divisions? Focusing on various status groups illuminates the mechanisms of domination, compliance, and resistance carried out at the micro level. The experiences of the underrepresented shed light on the transition to modern Korea and present the complicated process of constructing Korean identity over time. A background in Korean history is not required.

Distributive: Dist:SOC; WCult:NW

HIST 84 - History of Brazil

This course covers the history of Brazil from Portuguese contact with the indigenous populations in 1500 until the present. Following a general chronological sequence, the lectures, readings, and discussion treat various selected topics of importance in the political, economic, social, intellectual, and cultural development of Brazil. The principal objective is to chart conflict, change, and continuity within Brazilian society and to come to understandings of their causes, interactions, and consequences.

Distributive: Dist:SOC; WCult:NW

HIST 90.09 - Global South Asia

Home to some of the world's richest people and biggest companies, South Asia has been the source of countless stories of success. Yet there's more to these stories than meets the eye. What makes South Asia important globally and what is the history behind South Asia's recent rise?

Global South Asia answers these questions by looking at the ways the region has been connected to other parts of the world throughout history.

Distributive: Dist:SOC; WCult:NW

Humanities

HUM 3.04 - Through Others' Eyes: Muslims and Christians after Charlemagne

This course will examine the dynamic history of the Muslim-Christian encounter. It will focus on pre-modern representations of both the Muslim 'other' in Europe and Europeans in the Muslim Mediterranean world. Three texts from different periods – the anonymous *Song of Roland* (1129-65); Amin Maalouf, *The Crusades Through Arab Eyes* (1983); and Ludovico Ariosto, *Mad Orlando* (1532) – in dialogue with historical documents, visual materials and performative elements, will allow cross-disciplinary exploration over a wide temporal arc of the ways Muslims and Christians have creatively processed their complex interdependence. The Mediterranean basin has been a space less of boundaries than of mutual influence, as the many aspects of the sustained Muslim-Christian encounter attest.

Distributive: Dist:INT or LIT

HUM 3.05 - The Invention of News

News does not “happen,” it gets made—by human agents, cultural practices, material media, and networks of communication. This course charts the history of the making of news in Europe (with side glances at South America for contrastive focus), spanning from the exchange of rumors in the medieval period to the establishment of national daily papers in the late eighteenth and nineteenth century. At once a media history and a survey of key medieval and early modern textual genres, it explores the rich international media environment in which spoken, sung, handwritten, and printed news interacted and shaped the core features of the newspaper as we know it today. Analyzing genres such as chronicles, sermons, Khipu messages, letters, broadsides, travel writings, and ballads, the course investigates the relationship of news to historiography, theology, administrative practices, political activism, and entertainment. Topics will include news as a prerogative of elites vs. news as a medium of the masses; questions of veracity, manipulation, and trust; the production of news and colonialism; the relationship of news to time; and the emergence and managing of public opinion.

Distributive: Dist:SOC; WCult:W

Institute for Writing and Rhetoric

WRIT 44.03 - Science Communication and the Public

Communicating science to the public is critical for modern society. Effective science communication can educate, encourage informed decision-making or policy choices about scientific issues, or ensure funding for scientific research. This course builds an understanding of how our society thinks about science and talks about controversial scientific topics, including how current media structures impact these conversations, to inform sound science communication practices. We will delve into current research on science communication, critically evaluate science communication approaches and practices, and learn basic, theory-driven practices for communicating science to various audiences.

Distributive: Dist:SOC

Jewish Studies

JWST 10 - History and Culture of the Jews I: The Classical Period

A survey of the history and culture of the Jews from the post-Biblical period to the Middle Ages.

Distributive: Dist:SOC; WCult:W

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

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

JWST 25.01 - Satan and Satanism: Historical and Contemporary Views

This course examines the figure of Satan in Judaism and Christianity, with attention to Scriptural sources, commentaries, artistic expressions, and theological discussions from antiquity to the present day. We will examine how Satan has functioned as a figure looming in people's lives and as a metaphor for wickedness. The survival of Satan as a powerful and damning image from

antiquity to the present day will form the core of our study and we will examine the invocation of “satanism” and “witchcraft” during eras of social and religious change – e.g., in slavery and anti-slavery movements; in the McMartin daycare trial; possession and exorcism in contemporary popular culture. Through the figure of Satan, we will learn about ways religious thought is shaped by hatred and terror, and how the religious imagination affects political and psychological culture. Satan reveals much to us about human subjectivity, our fascination with evil and the fears that shape our lives.

Distributive: Dist:LIT; WCult:W

JWST 34.03 - German-Jewish History

This course is an immersion in the interdisciplinary approach to the history, culture, religion, and philosophy of Jews in Berlin, Prussia, Germany, and Central Europe from the late 18th century to the present day that will include reading primary and secondary sources and visiting the actual sites where the historical events occurred.

Distributive: Dist:INT; WCult:CI

JWST 35 - Remembering Jewish Lives

This is an interdisciplinary course on Jewish Lives in Central Germany that will focus on some remarkable Jewish intellectuals, painters, writers, political leaders and scholars who lived in German-speaking Central Europe. Their lives will be studied through novels, essays, autobiographies, and personal letters, but also through the arts – film, music, poetry, paintings, and sculpture. Taught in Berlin as part of the JWST/GERM FSP, this course will make extensive use of the city, its memorials, physical locations of historical events, and its remarkable current population of Jewish intellectuals who will give guest talks to the class, sometimes in conjunction with the History course taught during the FSP.

Distributive: Dist:SOC; WCult:CI

JWST 36.03 - Jewish-Christian Relations along the Silk Road and the Indian Ocean

While scholars have examined various aspects of Jewish-Christian relations, and the relations of both Christians and Jews with Muslims during the Middle Ages, the tendency has been to focus on Western Europe, or only on the Middle East and Byzantium. Yet both Jews and Christians of various kinds moved along the trade routes over land and sea throughout Asia and parts of Africa. There they traded, settled, studied, interacted with one another and other religious groups, and they invented new understandings of what it meant to be Jewish or Christian, and how these two identities might intertwine. In Asia and Africa Jews and Christians often found themselves on equal footing with one another, as minorities under Islamic, Mongol or Confucian, or Hindu rule. At other times, Jews had polities and territories of their own, for

example in Khazaria or Ethiopia, with which neighboring Christian and Muslim rulers had to deal. In other instances, Jews were under Christian rule, but under Christians, for example, medieval Georgians, with a rather different history and polemical tradition than in Byzantium or the West. In this course, we will focus on Jewish-Christian relations in the Eastern Mediterranean and Middle East, West, Central, South, and East Asia, and in Africa, especially Ethiopia. Students will learn of Jewish and Christian travel and settlement in these lands, and the different expressions of Judaism and Christianity there, and forms of interaction between communities. We will also examine the imaginings, polemic, and stories that these communities developed about one another and which developed between these communities, and how these also travelled and changed with new cultural milieus, for example, how Byzantine anti-Jewish stories were transformed when they were retold in Armenia or Ethiopia.. Other religious communities will be taken into account as context for these interactions, but will not be the main focus of the class.

Distributive: Dist:SOC; WCult:NW

JWST 37.02 - Nazis, Neonazis, Antifa and the Others: Exploring Responses to the Nazi Past

Why do the Nazis remain the world’s epitome of evil? What did they actually do? And how specifically are they remembered, depicted, emulated, despised or ignored since the catastrophes of the mid-twentieth Century? In this course we will examine the main events connected with the Second World War, the genocide of European Jewry and Roma-Sinti, forced resettlements of various populations, and the Allied attacks on the German civilian population. We will analyze the different stages of coming to grips with that past on the part of German and some other postwar societies, by examining together a number of controversies like those surrounding the Nuremberg, Frankfurt, Eichmann and Barbie trials, the campaign to build a Holocaust memorial in Berlin, Neonazism, the Wehrmacht photo exhibition, and the current campaign to remember German civilian casualties and losses. Approaching our topic with interdisciplinary and comparative methodology, that is, by utilizing history, journalism, video testimony, music, literature, and art, including film, photography and architecture, students will develop their own perspectives on the formation of postwar German identity and why Nazis remain the epitome of evil. An individual midterm project will allow students to practice the skill of summarizing different sides of a debate, and a final group project will invite students to solidify what they have learned in the course about the formation of national identity by creatively staging a contemporary debate about the Nazi past.

Distributive: Dist:LIT; WCult:CI

JWST 42 - Film, Fiction and the Arab-Israeli Conflict

This course explores Israeli cinema in the context of the social and historical backdrop of the Arab-Israeli conflict and the painful emergence of a new Jewish-Israeli identity in the shadow of the Holocaust and constant warfare. We will study a dozen films in depth, situate them in the evolution of an Israeli cinema, and consider the problems of turning fiction into film.

Distributive: Dist:LIT; WCult:CI

JWST 53 - Gender and Judaism

Examining the intersections between gender, religious practice, cultural identity, and personal belief, this class will draw upon contemporary gender theory, religious texts and contemporary interpretations of Jewish thought and culture to examine the construction of Jewish identity through a feminist lens. Authors will include Alder, Boyarin, Heschel, Gilman, Peskowitz, Levitt and Biale. The class will also investigate questions of race, ethnicity, assimilation and Jewish gender issues in popular culture, including films and the work of performers Cantor, Benny, Berg, Midler, and Sandler.

Distributive: Dist:TMV; WCult:CI

JWST 58 - Jewish Views of Islam

This course will examine Jewish views of Islam by reviewing the history of medieval and modern Jewish experience under Muslim rule, Jewish theological understandings of Islam, and modern Jewish historiographical interpretations of Islamic origins within Judaism. We will study Jewish understandings of Islam: the articulated differences between Jewish and Muslim beliefs, particularly in relation to prophecy, revelation, scripture, and messianism; the ways that Islam served as a template for presenting Judaism to modern Christian Europe; the alliance forged between Jewish scholars and their imagined Islam as a polemical tool against Christianity; the rise of Oriental Studies and Religious Studies in Europe and the role played within that field by Jewish scholars; Jewish-authored travelogues to Muslim countries; and individual cases of conversions from Judaism to Islam. We will examine Arab-Jewish intellectual and literary creativity and how Orientalism has shaped other cultural phenomena, specifically early psychoanalytic writings.

Distributive: Dist:TMV; WCult:CI

JWST 66.04 - Arab Jewish Culture in the Modern Middle East

Who are the Arab Jews? Is the controversial notion of such a group really that oxymoronic? How do they self-identify, what modes of writing do they establish to represent their experience and how are they represented by others? This course will examine the stories of Jews of Arab descent with particular emphasis on their anomalous place in the

cultural production of the Middle East that spanned over a century and a half. We will consider the transformation of Arab Jewish experience in various historical configurations and analyze the various media and literary genres with which this group expresses itself. Discussion will also draw on interdisciplinary scholarship to address questions of memory and self-narration, hybridity and cosmopolitanism, literature and identity politics.

Alternative views will be afforded of both Arab and Jewish historiographies, political movements and collective myths. We will read works by Jacqueline Kahanoff, Samir Naqqash, Sami Michael, Shimon Balas, Ronny Somek, and Ronit Matalon and scholarship by Lital Levy, Hannan Hever, Orit Bashkin, and Yehuda Shenav. We will also see and hear films and music created by and about Arab Jews.

Distributive: Dist:SOC; WCult:NW

Latin American Latino and Caribbean Studies**LACS 1.10 - Modern Latin America**

This course presents the histories of Latin American and Caribbean societies, peoples, and nations from the onset of the Haitian Revolution in 1791 to the present. By placing Haiti at the center of the Age of Revolutions, this course also locates the Caribbean region within the Latin American context. We will study the region's nation-building processes using an intersectional lens to explore how different people interpreted them through their own gendered, classed, and racialized identities.

Distributive: Dist:SOC; WCult:NW

LACS 24.30 - Latinx Stage and Screen

This course will examine the Latinx stage and screen, focusing specifically on musicals that portray Latinx lives. We will focus on canonical works—including *West Side Story*, *Zoot Suit*, and *Hamilton*—in order to deepen our knowledge of their form, production history, historical reception, and contemporary place in American culture. We will take an interdisciplinary approach, drawing our reading assignments from the fields of Ethnic Studies, American Studies, Performance Studies, and Film and Media Studies, in order to analyze these productions as they traveled from stage to screen (and sometimes, back to the stage) and the representational and cultural politics involved in that shift. Finally, we will explore not only the musicals themselves, but also the historiography that has informed our understanding of them. Writing assignments will ask the students to reflect on the evolution of scholarly arguments regarding these canonical works.

Distributive: Dist:SOC; WCult:NW

LACS 30.08 - Race, Class, Gender and Sexuality in Contemporary Brazilian Film

In this course film will be viewed as text and used to analyze discourses around race, sex, gender; and class in contemporary Brazil. It is the hope that film will offer students an additional cultural context to critically examine the development of nation and national ideologies such as "the myth of racial democracy." Class discussions based on scholarly readings and film screenings will focus on how Brazilians view themselves and the construction and function of social institutions within the contemporary nation

Distributive: Dist:INT; WCult:CI

LACS 30.14 - The World Turned Upside Down: An Indigenous History of the Andes after the Spanish Invasion

This course will explore the tension between insiders and outsiders, colonizers and the colonized, Westerners and Natives. Students will examine not only what these tensions meant for the people of the Andes – in the countries of Peru, Bolivia, and Ecuador (and to a lesser extent Chile and Colombia) - but also in what ways similar phenomena occurred in North America and other parts of the world. Among other things, students will investigate differences between insider and outsider accounts, primary and secondary sources, history and archaeology, etc. - while acknowledging the strengths and limitations of these different sources and approaches.

Distributive: Dist:SOC; WCult:NW

LACS 30.15 - Media and the Activist Amazon

The course will foreground the role of Indigenous peoples in defending the Amazon while also investigating pressing issues such as extractivism and land demarcation. Texts from fields including anthropology, sociology, visual studies, and architecture will provide an interdisciplinary approach to media objects that range from a Netflix series about a detective who reads the forest to a virtual reality piece that allows you to become a kapok tree in Madre de Dios.

Distributive: Dist:SOC; WCult:NW

LACS 31 - The Politics of Natural Disaster in Latin America

In September 2017 two massive hurricanes, *Irma* and *María*, swept the Caribbean. As a result, Barbuda was left uninhabitable, Puerto Rico's unofficial death toll was estimated in the thousands, and Dominica resembled a war zone. Hundreds of thousands were left without electricity and potable water in a region that was already suffering from stagnating economies and humanitarian crises. These natural events and their unnatural consequences laid bare the region's legacy of colonialism, underdevelopment, and failing infrastructures. Things will never go back to the

way they were before. Yet, these events are hardly unique in the Caribbean and Latin American experience.\f\\f

Latin America, and the Caribbean region within it, have not only been shaped by human development but also by natural events. Hurricanes and earthquakes—the two natural events this course focuses on—have transformed the region's landscape. This course seeks to answer the question of what can the history of natural disasters teach us about political structures, national projects, and social relations. Through interdisciplinary readings, students will use secondary and primary materials, including chronicles, art, and news reports to explore how natural events have shaped human societies.

Distributive: Dist:SOC; WCult:NW

LACS 40.10 - Migrant Nation: Immigration and Racialization in the Making of the United States

Current public discussions of immigration are deeply rooted in centuries-long conversations about who is allowed into the country and what it means to be an American. Drawing explicitly on the collective work of the "hashtag syllabus" movement, this course seeks to contextualize current debates over immigration reform, integration, and citizenship by considering migration from multiple perspectives—not just Ellis Island, but the Rio Bravo, Angel Island, Congo Square, and the Spirit Lake Dakota Indian Reservation.

Distributive: Dist:SOC; WCult:CI

LACS 42.10 - Race, Gender, & Revolution in the Atlantic World

This course examines how the events and intellectual production of the Haitian Revolution and decolonization struggles in the Spanish Empire shook the Atlantic World and forced a reconsideration of political categories such as liberty, tyranny, citizenship, rights, and the relationship of race and gender to all of these concepts. The Enlightenment influenced Latin American and Caribbean revolutionaries, but these rebel intellectuals in turn challenged some of the Enlightenment's fundamental tenets, ushering in new politics with radical notions of citizenship and belonging.

Distributive: Dist:SOC; WCult:NW

LACS 44.40 - On Survivors, Memories, and Tombs: State Violence in South America through Literature and Cinema

In the 1960s and 1970s, South America experienced a new cycle of state violence perpetrated by military dictatorships. The authoritarian regimes installed in Brazil (1964-85), Uruguay (1973-85), Chile (1973-90) and Argentina (1976-83) caused deep ruptures in collective and individual lives and still resonate in the South American political, social and cultural landscapes. After the democratic systems were reestablished in the region, new

facts about the abuse of power by the militaries were disclosed, and a heated debate took place in the public sphere about how to deal with the past. Feature films, documentaries, and fiction and non-fiction literature played an essential role in that debate by providing different strategies of healing scars, honoring victims and survivors, and preserving the memory of both the terror and the grassroots resistance. The experiences and memories of the so-called "dirty war" in Argentina, Brazil, Chile, and Uruguay generated not only several fictional renderings of state terrorism during the "years of lead," but also a whole series of *testimonios* by those directly affected by it, such as the daughters, sons and spouses of *desaparecidos* who were assassinated by the machinery of state repression.

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This class focuses on the legacies of dictatorships in South America and the politics and aesthetics of representation of state violence and political resistance. Students will be introduced to central concepts of memory and trauma studies and will conduct comparative literary and cinematic analyses of works by Latin American writers and film directors.

Distributive: Dist:LIT; WCult:NW

LACS 47 - Twentieth-Century Latin America

This course seeks to address major issues in twentieth-century Latin America through the history of three or four countries. Topics discussed will include development, imperialism, nationalism, revolution, state formation and violence. Open to all classes.

Distributive: Dist:SOC; WCult:NW

LATS 51 - Beyond Sex, Drugs, and Rock 'n Roll: Radical Latinxs in the 60's

The 1960s and 70s were a time of tremendous political and creative turmoil in the US in general and for Latinos in particular. Joining in the Civil Rights Movement and the anti-Vietnam mobilization, Latinos also fought for their rights founding important political organizations such as the Raza Unida Party; MeCHA, the United Farm Workers, the Brown Berets, the Nuyorican Young Lords Party, among many others. Beyond traditional stereotypes of the 60s as the period of drugs, sex and rock 'n roll, protesters and political activists were inordinately adept at creating and mobilizing artistic symbols, music, and literature to promote their agenda. We will study the creation of Aztlán as an imaginary Chicano homeland in the Southwest; works of individual Latino artists and writers; important journals (*Con Safos*, *Chismearte*, *Arte del Varrio*); organizations such as the Royal Chicano Air Force, Asco, Galería de la Raza, the Teatro Campesino, the Nuyorican Poets' Café; national monuments such as Chicano Park; and exhibitions such as Chicano Art: Resistance and Affirmation (CARA; held at UCLA). This course will be taught entirely in English.

Distributive: Dist:ART; WCult:CI

Linguistics

LING 10 - Statistics for Linguistics

This course is designed to introduce you to the exploration of linguistic data using quantitative methods. It will enable you to apply statistical methods to explore linguistic patterns in your data, formulate hypotheses about linguistic research, and present your findings in linguistic fora. We will study descriptive statistics (e.g. mean, media, mode, variance, standard deviation), inferential statistics (e.g. t-student, ANOVA, chi-square, linear regression) and the basics of Bayesian statistics (e.g. probability distributions, population comparisons). Because of the large overlap in material covered, no student may receive credit for more than one of the courses ECON 10, GOVT 10, LING 10, MATH 10, PSYC 10, QSS 15, or SOCY 10.

Distributive: Dist:SOC

LING 11.14 - History and Structure of the Latin Language

This course focuses on the grammar, pronunciation, and writing of Latin, starting from its origin in Proto-Indo-European (c. 4000 BC), proceeding through early Latin into the classical period (1st cent. BC to 1st cent. AD), and ending with the post-classical era. Through analysis of language data and reading of selected ancient texts, students will gain a greater mastery of synchronic language patterns, and also will understand the diachronic origins of those patterns.

Distributive: Dist:QDS; WCult:W

LING 11.15 - History and Structure of the Greek Language

This course focuses on the grammar, pronunciation, and writing of ancient Greek, starting from its origin in Proto-Indo-European (c. 4000 BC), proceeding through Homer to classical Attic (1st millennium BC), and ending with the post-classical era. Through analysis of language data and reading of selected ancient texts, students will gain a greater mastery of synchronic language patterns, and also will understand the diachronic origins of those patterns.

Distributive: Dist:QDS; WCult:W

LING 11.16 - Language and Ethnicity

What is ethnicity? What is language's role in helping to construct and reveal a speaker's ethnic identity? Why do people sometimes borrow features of another ethnic group's language? Why do we sometimes hear an accent that isn't there? Drawing on language data from a range of ethnic groups around the world, we will explore how language contributes to the social and psychological processes involved in the formation of ethnic identity. The

final class project will focus on African American Language.

Distributive: Dist:SOC; WCult:CI

LING 11.17 - Language Acquisition

Language is a socially and cognitively complex activity, yet most healthy individuals acquire language in the first years of their life with no expended effort. This course provides an in-depth overview of typical language development from fetus to adult, as well as atypical development. The study of this topic within this course is informed by cognitive science, speech and hearing, psychology, philosophy, and neurology, and is ultimately couched in linguistic framework and terminology.

Distributive: Dist:SOC

LING 50.01 - Psycholinguistics

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

Distributive: Dist:SOC

Mathematics

Middle Eastern Studies

MES 2.03 - Introduction to the Modern Middle East and North Africa

The diverse nations and peoples that make up the Middle East and North Africa are of major significance in our contemporary world, at the same time that they are often misunderstood or given only superficial (albeit spectacular) popular attention. This lecture course is designed to give students a nuanced introductory overview of the modern histories of this region. Students will read a variety of primary and secondary materials designed to familiarize them with the historical, cultural, and social processes that have affected and transformed the region in question, and will learn to put these regional histories in a global framework. The course begins with a brief summary of the early modern Islamicate “Gunpowder” Empires—Mughal, Safavid/Qajar, Ottoman—and then moves through several topics of significance: the era of European colonialism; the establishment of the nation state; competing discourses of nationalism; the emergence of Third Worldist and anti-colonial movements; the Israeli-Palestinian conflict; debates over the politics of gender; the effects of the Cold War; the processes of decolonization and the establishment of post-colonial states; the rise of revolutionary Islamism; oil politics and policies;

globalization and neoliberalism; 9/11, terrorism, and wars in Iraq and Afghanistan; the Arab uprisings of 2010-2011; and the region’s uncertain present and future.

Distributive: WCult:NW

MES 9.01 - Islam And Medicine from the Medieval to Modern Eras

What was the place of medicine in medieval Islamic societies? How does medicine inform the social, political and sexual experiences of Muslims living in modernity? In this course students will explore primary and secondary sources describing Islamic medical ethics, drug use, dieting, contagion and sexual practice. Students will learn how ideas of religious devotion, class, sexuality, gender and political legitimacy changed in the medieval to postcolonial Middle East while remaining in constant conversation with medicine. Open to all.

Distributive: Dist:TMV

MES 12.13 - Modern Iran

This course examines the history of Iran from the early modern to the contemporary period. We will start in the era of the Islamicate empires then move through European imperialism, the rise of modern nationalism, the Constitutional Revolution (1905-1911), the formation of Pahlavi state institutions, the 1953 coup, the 1979 revolutionary movement, the establishment of the Islamic Republic, the Iran-Iraq War, and more. Students will learn to think through Iranian history in domestic and global contexts.

Distributive: Dist:SOC; WCult:NW

MES 16.37 - Love in Translation: Poetics of Desire across Cultures

Literary traditions of the Near East possess an extensive corpus of writings that enact and speak of the importance of erotic feelings, accessible to most of us only in translation. But if articulations of love “translate” unspeakable thoughts and desires in the first place, what happens to these articulations when they are re-translated and move across cultures? What’s gained and lost in the process? These translations can be seen as crucibles for cultural encounter and models for self-other relations and gender identity. How have translations challenged (or perpetuated) hegemonic ideas about sexual morality, stylistic propriety, the religious and the profane? How have they been generative in the target literatures and why? We will examine key intersections of love and translation, compare and contrast old and new translations, and become acquainted with key problems in translation theory.

Distributive: Dist:INT; WCult:NW

MES 16.39 - Silence, Exile, and Cunning: Comparing Jewish and African Diasporic Literatures

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

MES 17.08 - The Jewish Jesus

It is certain that Jesus of Nazareth lived in the first century C.E. and that his followers interpreted his life and death as harbingers of a new age. However, recent scholarship has made clear that Jesus was fully embedded in the Judaism of his time: the Jewish diversity of the period and Jewish resistance to the Roman Empire. This course examines the life of Jesus the Jew prior to the early Church's interpretation of Jesus as Christ; modern Jewish and Islamic views of Jesus, as well as his portrayal in contemporary film and art, will also be explored.

Distributive: WCult:W

MES 17.17 - Arab Jewish Culture in the Modern Middle East

Who are the Arab Jews? Is the controversial notion of such a group really that oxymoronic? How do they self-identify, what modes of writing do they establish to represent their experience and how are they represented by others? This course will examine the stories of Jews of Arab descent with particular emphasis on their anomalous place in the cultural production of the Middle East that spanned over a century and a half. We will consider the transformation of Arab Jewish experience in various historical configurations and analyze the various media and literary genres with which this group expresses itself. Discussion will also draw on interdisciplinary scholarship to address questions of memory and self-narration, hybridity and cosmopolitanism, literature and identity politics. Alternative views will be afforded of both Arab and Jewish historiographies, political movements and collective myths. We will read works by Jacqueline Kahanoff, Samir Naqqash, Sami Michael, Shimon Balas, Ronny Somek, and Ronit Matalon and scholarship by Lital Levy, Hannan Hever, Orit Bashkin, and Yehuda Shenav. We will also see and hear films and music created by and about Arab Jews.

MES 17.18 - Jewish Views of Islam

This course will examine Jewish views of Islam by reviewing the history of medieval and modern Jewish experience under Muslim rule, Jewish theological understandings of Islam, and modern Jewish historiographical interpretations of Islamic origins within Judaism. We will study Jewish understandings of Islam: the articulated differences between Jewish and Muslim beliefs, particularly in relation to prophecy, revelation, scripture, and messianism; the ways that Islam served as a template for presenting Judaism to modern Christian Europe; the alliance forged between Jewish scholars and their imagined Islam as a polemical tool against Christianity; the rise of Oriental Studies and Religious Studies in Europe and the role played within that field by Jewish scholars; Jewish-authored travelogues to Muslim countries; and individual cases of conversions from Judaism to Islam. We will examine Arab-Jewish intellectual and literary creativity and how Orientalism has shaped other cultural phenomena, specifically early psychoanalytic writings.

Distributive: Dist:TMV; WCult:CI

MES 18.01 - Unmaking HIstory: Contemporary Art in the Middle East

This course focuses primarily on the work of contemporary artists who make work in or about the so-called Middle East. It includes recent works by artists from nations as diverse as Algeria, Iran, Israel, Lebanon, Morocco, Syria, Turkey and the UAE. One of the main objectives of the course is to look at art practices that attempt to deepen our understanding of the varied cultures, ethnicities and societies that are found in this part of the world. The geographic focus of the course—mostly the Muslim nations of the Arabian peninsula and North Africa—is not meant to perpetuate the assumptions about this region as a monolithic geopolitical entity, nor to blindly label its production according to existing ethnic, religious or national categories. Against media stereotypes of the region, the artists studied in this course have made work that function as a critical platform for rethinking traditional identity formations and extending the space of cultural encounter across borders (territorial, political, linguistic). In many cases these artists may not be living and working in their country of birth but their ethnicity, religion or citizenship continues to inform both their own sense of identity and the terms of their art practice. Some of the topics to be discussed include: artistic responses to the Arab-Israeli conflict, representations of everyday life in times of war, the movement

and obstruction of people, goods and information across borders, the rise of new art markets in the Middle East, the politics of gender and sexuality in the Arab world, and the use of archival documents to rethink the meaning of evidence, truth and testimony.

Distributive: Dist:ART; WCult:NW

MES 19.05 - Gender in Islam

“Is Islam sexist?” “What does Islam really say about women?” This course seeks to dismantle the premises of these questions by asking who speaks for Islam, what makes something Islamic, and how are gender and gender roles constructed in Islamic texts and Muslim thought. We will make critical study of the constructions of gender, femininity, masculinity, sexuality, gender relations, marriage and divorce in classical and modern Islamic texts. In asking how Islamic notions of gender are constructed, we will examine both the roles religious texts have played in shaping Muslim life and how Muslim life in its cultural diversity affects readings of religious texts. We will read works of Muslim thought on gender relations in their historical contexts and in relation to one another. Through in-class discussions, critical reading exercises, and short essay assignments, students will strengthen their literacy on global gender issues, study religio-historical ideas on gender, analyze the role of texts in shaping gender in society, and vice versa.

Distributive: Dist:TMV; WCult:NW

MES 88 - Senior Honors Thesis part 1

Students are awarded one course credit for successful completion of this course upon completion of MES 089. Students register for MES 88 and receive a grade of "ON" (ongoing) at the end of the term. Students then register for MES 089 the subsequent term to complete their coursework. A final grade will replace the "ON" upon completion of MES 089.

MES 89 - Senior Honors Thesis part 2

Students are awarded one course credit for successful completion of this course. Students who have registered for MES 088 register for MES 089 to complete the coursework. A final grade will replace the "ON" for MES 088 upon completion of this course for a total of 2 credits for MES 088 and MES 089.

Music

MUS 3.05 - American Music: Musical Experiments

What is experimental music? This course answers that question. To define *experimentation*, we first turn to science. We then investigate how experimentalism in art music and pop shapes us – creators, participants, listeners – and the diverse, expansive identities of America, from the

early 20th century to today. We will feel, and measure, the transgressive and imaginative powers of music. The goal: to learn what it means to *try* – through music – new ideas and ways of living.

Distributive: Dist:ART; WCult:W

MUS 30.01 - Composition Seminar

This course is for those intending to pursue compositional studies of any genre, style, or type of music at either the basic, intermediate, or advanced levels. Students will engage in extended creative projects designed in conjunction with the instructor during which they will receive intensive private instruction and participate in composition seminars. Projects may be undertaken in any of the following musical domains: acoustic, avant-garde, culturally-grounded, experimental, folk, inter- or multi-media, jazz, popular, rock, and traditional, or any other creative interest of the students enrolled. The term's work will include analyzing literature pertinent to the current session, and writing short compositions and essays involving the aesthetic, creative, and technical issues at hand.

Distributive: Dist:ART

MUS 30.02 - Film Scoring

From music to image, this creative writing course explores the fundamental craftsmanship and aesthetic aspects of composing for film and media. We investigate and analyze the intersection of film, music and sound over the term. The course is structured in five modules, in which students are assigned to create original music and sound for four films (an animation, documentary, feature and experimental film) with acoustic, or a combination of electronic and acoustic instruments. The final project will be read and recorded with DSO musicians led by conductor Filippo Ciabatti. One (maximum of two) of the final projects will be chosen to present at a future DSO concert(s).

Distributive: Dist:ART

MUS 31 - Songwriting

The practice of animating language with music shows up in nearly every culture in the world. Throughout time, songs have been a medium for emotion, story, survival, cultural memory, spiritual practice, celebration, mourning, commerce and more. In this course students will explore the technical, sonic, formal, poetic and metaphysical dimensions of songs through a rigorous weekly practice of songwriting, listening, sharing and critique. We will look broadly at songwriting techniques from many genres and traditions, and we will acquire powerful tools for unlocking and understanding the musicality that exists in language, and the meaning that can unfold from harmonic, melodic and sonic gestures. This course is open to students with any level of musical training or ability, but comfort with singing in front of others is recommended.

Distributive: Dist:ART

MUS 45.10 - Jewish Music: Traditional and Modern

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

Distributive: Dist:ART; WCult:CI

MUS 50.41 - Opera Lab

This course serves as a laboratory for voice students, or students with an interest in vocal music, to develop vocal, language, and acting skills, working on repertoire of different ages. Repertoire will be determined each term on the basis of enrollment.

Distributive: Dist:ART; WCult:W

MUS 50.42 - Opera Lab II

This course serves as a laboratory for voice students, or students with an interest in vocal music, to develop vocal, language, and acting skills, working on repertoire of different ages. Repertoire will be determined each term on the basis of enrollment.

Distributive: Dist:ART; WCult:W

MUS 50.43 - Opera Lab III

This course serves as a laboratory for voice students, or students with an interest in vocal music, to develop vocal, language, and acting skills, working on repertoire of different ages. Repertoire will be determined each term on the basis of enrollment.

Distributive: Dist:ART; WCult:W

MUS 52.02 - Applied Conducting

This is a practical, movement based course. The conducting curriculum will focus on score study and physical movement, tested through conducting labs with live musicians. The conducting curriculum will be supplemented by readings, projects, and seminar-style discussions of musical entrepreneurship, music business, and music-making in the 21st century.

Distributive: Dist:ART

MUS 52.03 - The Art of Conducting: An Introduction to Choral and Orchestral Conducting

This course provides a practical introduction and the theoretical underpinnings for the art of conducting and study of the musical score. At the center of this endeavor is the analysis of music through the lens of the conductor-

scholar, which develops in the expression of music through gesture. Students will be required to attend weekly workshops in the art of conducting, as well as in the study and analysis of three major works from the choral and orchestral repertoire. In this course, the students will have the opportunity to conduct Dartmouth’s choral and orchestral ensembles (Glee Club, Handel Society, and Dartmouth Symphony Orchestra).

Distributive: Dist:ART

Native American Studies Program

NAS 28 - Native Americans and Sports

In this course, students will explore, through intensive research, writing, and discussion, important contemporary, historical, and cultural issues related to Native Americans and sports. From time immemorial, sports have been many different things to the Indigenous peoples of North America: sacred/religious activity, entertainment, a form of warfare, an opportunity for education/social mobility, and a vehicle for fame/celebrity. By learning about the deep connections Native Americans have to five sports—lacrosse, running, football, basketball, and “alternative” sports (skateboarding, golf, and mixed martial arts)—students will gain a more profound understanding of the Native American experience in North America. Students will gain a greater knowledge of the importance of sports for Native Americans across wide geographies and chronologies. Students will also learn how Native Americans’ relationship to sports has changed over time. Most importantly, students will engage in a significant research project on a topic of their choosing related to Native Americans and sports.

Distributive: Dist:SOC; WCult:NW

NAS 30.20 - The World Turned Upside Down: An Indigenous History of the Andes after the Spanish Invasion

This course will explore the tension between insiders and outsiders, colonizers and the colonized, Westerners and Natives. Students will examine not only what these tensions meant for the people of the Andes – in the countries of Peru, Bolivia, and Ecuador (and to a lesser extent Chile and Colombia) - but also in what ways similar phenomena occurred in North America and other parts of the world. Among other things, students will investigate differences between insider and outsider accounts, primary and secondary sources, history and archaeology, etc. - while acknowledging the strengths and limitations of these different sources and approaches.

Distributive: Dist:SOC; WCult:NW

NAS 30.21 - Native American Art and Material Culture

This course examines North American Indigenous art and material culture through interdisciplinary

perspectives. Throughout the course students will gain a greater understanding of the role that the arts play in the social, cultural, economic and political lives of Indigenous peoples. This course envisions art not as something that merely reflects experience, but as a tool that is used to create new forms for imagining and shaping the world. During the term, we will examine how artists, novelists, historians, anthropologists, art historians and others have contributed to an interdisciplinary dialogue about Native American art and material culture.

Distributive: Dist:ART; WCult:NW

NAS 81.04 - Land, Love & Kinship: A Seminar on Indigenous Environmental Knowledges

Taking a global perspective, this course will discuss the roles that Indigenous knowledges play in the contemporary world, paying particular attention to how Indigenous knowledge holders enact, tend, and build their environmental knowledges through active and moral relationships with land, water, plants, animals, and other beings. We will examine how key concepts like kinship and relational accountability have developed within Indigenous studies as ways of understanding the relational, embodied, and spiritual nature of Indigenous environmental knowledge.

Distributive: Dist:TMV

Philosophy

PHIL 1.17 - Race and Modernity: W.E.B. DuBois, James Baldwin, Lorraine Hansberry

This course will examine the classical works of three towering modern intellectuals: W.E.B. Du Bois, James Baldwin, and Lorraine Hansberry. We will wrestle with the rich formulations, subtle arguments, and courageous visions of three Black thinkers who continue to speak with power and passion to our turbulent times.

PHIL 19.03 - Positivism and Ordinary Language Philosophy

As the natural sciences developed and branched off from philosophy, philosophers faced the question: What is left for philosophy to do? This crisis led philosophers in the positivist and ordinary language traditions to reexamine the role of philosophy, the boundaries between the meaningful and the nonsensical, and the possibility of metaphysics. In this class, we will study the motivations, methods, and results of each approach, as well as examining prominent criticisms raised against them.

Distributive: Dist:TMV; WCult:W

PHIL 22 - Feminism and Philosophy

This course examines the relationship between feminism and philosophy. The focus is on such questions as: Is the Western philosophical canon inherently sexist? How

should feminist philosophers read the canon? Are Western philosophical concepts such as objectivity, reason, and impartiality inherently masculinist concepts? The course may focus on either the ways in which feminists have interpreted great figures in the history of philosophy (e.g., Plato, Aristotle, Descartes, Hume, Kant, Nietzsche), or on the ways in which feminists have rethought basic concepts in core areas of philosophy (e.g., epistemology, ethics, metaphysics, political philosophy, philosophy of science), or both. Open to all classes.

Distributive: Dist:TMV; WCult:CI

PHIL 35.01 - Theories of Consciousness

Conscious experience is at once both completely familiar and utterly mysterious: how is it that electrical activity in a lump of grey matter – the brain – gives rise to the Technicolor phenomenology of our conscious experience? If human beings are just biological machines, then how is possible that we have a subjective point of view on the world? Why are we not just mindless robots, that produce behavior in light of stimulations from the environment, but lack any inner awareness or consciousness? In this class we will read, and bring together in conversation, cutting edge work from philosophy, psychology, and the neurosciences on the nature of consciousness.

Distributive: Dist:TMV

PHIL 38.02 - Ethics, Politics, and the Law

This interdisciplinary course will examine normative issues about ethics, politics, and the law. Specific question studied might include the following: When is the state justified in using coercive force to secure compliance with the law? How should we proceed with those who disagree with us about normative questions within a democratic, pluralistic society? Are there correct answers to normative questions at all, and (if so) how might we improve in learning about them?

Distributive: Dist:TMV

PHIL 45.04 - Embodied Cognition

This course critically examines approaches in the philosophy of mind and cognitive science that see our psychological capacities as importantly dependent on our bodily form and abilities, and our environmental surroundings. We will examine how this view of mind as essentially ‘embodied and embedded’ arose in reaction to the classical ‘cognitivist’ paradigm in cognitive science that understands psychological capacities in terms of computational processes implemented by the brain, consider various ways in which the body and environment might contribute to explanations of cognition, and look at the prospects and challenges for embodied cognitive science in various domains.

PHIL 50.34 - Experiencing Time

Perplexity about the nature of time has evolved in lock step with worries about temporal experience. Somehow, we experience time passing, we differentiate now from later and before, and we do all of this while passing through time. Experience of time can be a window onto time itself, but that window might be muddy. Perhaps we fail to understand time because of how we experience it, or perhaps the best way to understand time is to attend to how we experience it.

Distributive: Dist:TMV

PHIL 50.35 - Mind, Language, and Morality

This course examines questions about the connection between mind, language, and normative domains such as morality, politics, and law. For example: how should we understand normative language that seems to be fundamentally about prescribing ways of acting, rather than about describing reality? Are moral judgments more a matter of emotion, or of belief? Can we reconcile a commitment to moral objectivity with our best scientific understanding of moral thought and talk? This course will engage such questions from a fundamentally interdisciplinary perspective, engaging with work from philosophy, cognitive science, linguistics, and psychology. In so doing, we will explore how empirical work can inform philosophical inquiry, and how philosophical inquiry can continue to guide ongoing research in the cognitive sciences. Students will be encouraged to work in interdisciplinary teams to create their own co-authored research.

PHIL 50.36 - Propaganda

Communication pushes people around. Sentences, stories, pictures, graphs, and maps can all convey information. But they can also convince, enthrall, enrage, (dis)empower, and (de)humanize. This course focuses on how communicative acts and ideologies have this power. It considers some linguistic, political, epistemological, psychological, and aesthetic aspects of such acts. And it considers examples of the phenomenon as diverse as political ads, literature, film, painting, pornography, slurs, compliments and even course syllabi.

Distributive: Dist:TMV

PHIL 80.27 - Marx and Marxism

An introduction to the thought of Karl Marx and themes from his work. Areas of focus may include Marx's account of alienation and exploitation, his materialist theory of history, his critique of liberalism, his theory of ideology, his conception of freedom and morality and Marxist analyses of culture. Particular attention will be paid to Marx's relevance to contemporary questions in social and political philosophy.

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

PHIL 80.28 - Reasons, Value, and Well-Being

Many otherwise divergent moral theories agree that we have reason to create and sustain value (or "the good"). How should we understand the concept that plays this central role in ethics? Might there actually be two different concepts that are often called by the same name? We face many questions about which sorts of things (pleasure, knowledge, virtue, and beauty) have intrinsic or final value. Well-being plays a central role in theories of value. What is well-being? And what distinguishes it from 'impersonal' values, if there are any?

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

PHIL 80.29 - The Ethics of Neuroscience

This course delves deeply into some of the main questions in neuroethics. We will focus on selected issues in the ethics of neuroscience, including cognitive and moral enhancement, disorders of consciousness, and the ethics of neural interventions. Readings will include both philosophical work in neuroethics and relevant seminal papers in neuroscience.

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.

PHIL 80.28 - Reasons, Value, and Well-Being

Many otherwise divergent moral theories agree that we have reason to create and sustain value (or "the good"). How should we understand the concept that plays this central role in ethics? Might there actually be two different concepts that are often called by the same name? We face many questions about which sorts of things (pleasure, knowledge, virtue, and beauty) have intrinsic or final value. Well-being plays a central role in theories of value. What is well-being? And what distinguishes it from 'impersonal' values, if there are any?

Ethics of Neuroscience, Philosophy, PHIL, 80.29, deeply into some of the main questions in neuroethics. We will focus on selected issues in the ethics of neuroscience

Distributive: including cognitive and moral enhancement

Physics and Astronomy

ASTR 81.01 - Observing in South Africa

This course is an advanced study of a topic in observational astronomy, including a one- week observing session at the South African Astronomical Observatory in Sutherland, South Africa. During their time at the observatory, students will have the opportunity to collect data for their observational project. At the completion of the observing, students will return to Cape Town where they will work in pairs, analyzing the data they obtained at the observatory. The course will culminate with a written presentation of the results of the students' research project. Specific research topics will vary and could range from studies of exoplanets, stars or other galaxies, depending on faculty and student interest.

ASTR 81.02 - Special topics in Astronomy, with observing

This course is an advanced study of a topic in observational astronomy, including a one to two-week observing session at a major research observatory. During their time at the observatory, students will have the opportunity to operate a telescope and collect data for their observational project. At the completion of the observing, students analyze some of the data they obtained at the observatory. Specific research topics will vary and could range from studies of exoplanets, stars or other galaxies, depending on faculty and student interest.

PHYS 31.02 - Research Methods in 21st Century Physics and Astronomy

This course provides a structured introduction to some of the key methods used in 21st Century Physics and Astronomy Research. Student will learn how to perform a literature search, engage in hands-on experimental and/or computational research and use computational techniques for data analysis and modeling. Students will practice distinguishing between critical variables and background details and learn to summarize and present their results to different audiences. Ethics and researcher responsibilities will also be explored.

Distributive: Dist:SCI

PHYS 31.03 - Research Methods in 21st Century Astronomy in South Africa

This course will introduce students to research methods used within astronomy, as well as to the cutting-edge research conducted in South Africa and its impact on South African society. Students will be introduced to modern tools used by astronomers, with an emphasis on hands-on practice using Python for scientific analyses. From guest lecturers and site visits, students will learn

about science and society in South Africa. Offered as part of the Astronomy FSP.

Distributive: Dist:SCI

Psychological and Brain Sciences

PSYC 50.12 - Neuroscience of Stress

This course explores the neuroscience of stress, beginning with an overview of the neural and endocrine responses to a stressor, including their beneficial functions. Next, the course will cover a series of focused topics on how stress influences physiology, behavior and cognition, and how various physiological systems can influence the stress response. This includes an understanding of anxiety disorders, depression, and the susceptibility and resilience to stressors, as well an examination of how stress affects learning and memory, immunity, and sex behavior. Topics also include how individual differences such as age, sex, and immunity can influence the stress response.

Distributive: Dist:SCI

PSYC 50.13 - Hemispheric Differences in the Human Brain

The goal of this course is to explore differences between the right and left hemispheres of the human brain. We will examine evidence from a variety of sources, including neuroanatomical studies, neuroimaging experiments, animal models, studies involving patients with unilateral brain lesions, and split-brain research, to characterize the nature of the structural and functional differences between the two hemispheres. We will also study the development of laterality (ontogenetic and phylogenetic) to better understand why the two hemispheres of the human brain are specialized for different functions.

Distributive: Dist:SCI

PSYC 50.14 - Functional Neuroimaging of Psychiatric Disorders

Functional brain imaging has revolutionized the study of systems-level behavioral neuroscience and psychiatric disorders, through the ability to localize and characterize distributed brain activity directly associated with perception, cognition, emotion and behavior in disorders where there are not gross brain lesions. This course will introduce students to translational neuroimaging methods at the interface of neuroscience, psychology and medicine. It will cover recent and ongoing advances in our understanding of fronto-limbic-subcortical brain circuitry across the range of psychiatric disorders (e.g. mood disorders, anxiety disorders, psychotic disorders, personality disorders, addictions). It will discuss new, emerging biological (as opposed to descriptive) taxonomies and conceptualizations of mental illness and its treatment. It will explore the implications of such knowledge for issues such as consciousness, meaning, free

will, emotion, resilience, and religiosity. It will incorporate clinical observations, scientific data and readings, and examine future directions in brain-mind medicine.

Distributive: Dist:SCI

PSYC 51.12 - Visual Cognition

This course provides an overview of high-level visual perception, and of how visual perception intersects with attention, memory, and concepts. Topics may include an introduction to the visual system; object recognition, face recognition, scene recognition and reading; visual attention, including eye movements during scene perception and during reading; and visual working memory.

Distributive: Dist:SCI

PSYC 53.12 - The Behavior of Groups

Much of your life is spent in groups: families, classes, teams, cliques, Greek organizations, work teams. Have you ever wondered what's going on under the surface or how you can make your groups function better? Although these groups may be dissimilar in size, format, and function, the psychological processes involved are surprisingly consistent. This course will analyze psychological theories of group interaction including conformity, competition, conflict, leadership, negotiation, communication, power dynamics, status orders, initiation rites, ostracism, expectation states, and stereotypes. Readings will include classics such as Zimbardo's Stanford Prison experiment, Tajfel's minimalist groups paradigm, Sherif's Robber's Cave experiment, Whyte's Street Corner Society, and Pennington's Social Psychology of Behavior in Small Groups. Assignments will involve several reading analyses, a final exam, and—of course—a group project.

Distributive: Dist:SOC

PSYC 53.14 - Social Neurocognition

This course will provide students with a thorough background in the emergent field of social cognitive neuroscience. A broad range of social phenomena will be examined at multiple levels. First, at the social level including experience and behaviors. Second, at the cognitive level which deals with information processing systems. And lastly, at the neural level which deals with brain/neuronal bases of the first two levels. Topics include joint action, animal and human communication, and altered social functioning in psychiatric and neurological disorders. These topics will be discussed at both general and specific (article) levels.

Distributive: Dist:SOC

PSYC 70 - Neuroscience Research

This course is offered every term and is designed to enable Neuroscience majors early in their course of study to

engage in independent laboratory research under the direction of a neuroscience faculty member. Students are required to write a final report that describes the goal of the project, their research, and what they learned from their experience. This course may count in the neuroscience major as an elective numbered above 20, but cannot fulfill the requirement for electives numbered above 40. It cannot be used towards the culminating experience. Students may take up to three terms of independent/honors research (PSYC 70, PSYC 90, PSYC 91) but only two terms may be counted for credit towards the major. More advanced students who have taken at least two core neuroscience courses should enroll in PSYC 90.

PSYC 80.05 - Mind, Brain, and Health

What does the mind have to do with physical health? In this course, we explore the idea that the mind and brain influence physiological processes related to mental and physical health alike. How we conceptualize ourselves and our place in the world sets the stage for how we interpret life events and make decisions. This conceptualization also governs how our bodies respond to stressors and other environmental conditions.

Quantitative Social Sciences

QSS 20 - 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

QSS 30.14 - Quantitative Analysis of International Cooperation

This course is a seminar on international relations and statistics. It is intended to provide undergraduate students with the opportunity to read and discuss a range of scholarly literature on cooperation in the international system. It also intends to provide a survey of advanced empirical tools applicable to the topic. We will study conditions under which countries establish, maintain, and terminate cooperation, the design of international agreements and institutions, and the influence of international agreements on foreign policy decisions in various issue areas. Throughout the course, we will also learn statistical methods that have been designed to address

such QDS research questions and their applications. The examples include, but not limited to, generalized linear models, matching techniques, ideal point estimation, two-stage least squares, and treatment-effect estimates. This course will culminate in an individual research project. Students will leave this course with a better understanding of international relations, increased ability to design and conduct their own research, and improved quantitative analytical skills.

Distributive: Dist:INT or QDS

Religion

REL 1.09 - Religion and Drugs

Virtually no religious tradition is indifferent towards psychoactive substances. Wine is a sacrament in Christianity, as is cannabis in Rastafarianism. In the colonial Americas, the Catholic Church spent centuries attempting to suppress the use of indigenous crops like coca, which it perceived as diabolical. Ancient societies often deified alcohol and other mind-altering substances; Ninkasi, for example, was the Mesopotamian goddess of beer. Psychoactives (i.e. drugs) therefore offer a fascinating comparative lens from which to examine religion.

Distributive: Dist:SOC

REL 15.01 - Other Christs: Introduction to Eastern Christianity

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

Distributive: Dist:TMV

REL 19.18 - From the Sacred to Salvation: The Place of Religion in Human Societies

This course examines religions as cultural systems that give shape and meaning to people's lives and provide them a means, in the form of rituals, to affect their worlds and themselves. The emphasis is on understanding non-Western religions, especially local traditions, through the interpretation of myth, ritual, and symbolism. The relationship of religion to political power and ideology is also explored.

Distributive: Dist:INT or TMV; WCult:NW

REL 19.33 - Religion, Politics, and Secularism

Is it necessary to keep religion out of politics? Why do religious communities continue to be influential in the public sphere? Is secularism the best response to religion's role in politics? This course will examine these questions through a study of religion and political secularism in the Middle East, Europe, and the United States. We will take an inter-religious and comparative perspective to examine how and why religions impact political sovereignty, societies, and justice.

Distributive: Dist:INT

REL 19.34 - Disease and Desire in Medieval Islam

This course investigates how Muslims from the medieval to modern eras made use of poetry, art, religious and scientific literature to understand their own bodies and those around them, especially in terms of disease and desire. Topics to be studied include how medieval Muslims described the allure and danger of different kinds of bodies, as well as their interest in homoeroticism, romantic love, the Prophet Muhammad's sex life, the thrills of travel and sexual enhancement.

Distributive: Dist:TMV; WCult:NW

REL 19.35 - 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.

Distributive: Dist:TMV; WCult:NW

REL 20.06 - Shamanism: The Agony and the Ecstasy

Shamans are those who communicate with spirits. Or are they? In this course, we unpack various definitions of shamanism and the vigorous debate over this term (the agony). We consider the history of shamanism as a concept, looking at key theories and scholars. We explore shamanism around the world, drawing on scholarship, ethnographies, and lived experience of shamanic practices (the ecstasy). We delve into considerations of gender, medicine, colonialism and indigeneity.

Distributive: Dist:INT or TMV; WCult:NW

REL 20.07 - Archaeologies of Religion

Most of humanity's religious history is only accessible using archaeological evidence. Moreover, even where texts are available, they tend to reflect the perspective of elites. This course therefore explores how archaeological methods

can help us better understand religious phenomena in past societies. Topics will include the religion (or lack thereof) of our hominid ancestors (e.g. Neanderthals), the state religions of ancient civilizations, and the complementary perspective that archaeology provides on the World Religions.

Distributive: Dist:INT or SOC; WCult:NW

REL 41.06 - Buddhism in Korea and Japan: From Tribute Missions to Temple Tourism

Buddhism has long been an established religious tradition and important aspect of cultural heritage in both Korea and Japan. However, there are key differences in how Buddhism developed and how the religion functions today. In South Korea, most people classify themselves as Buddhist or Christian; in Japan, the majority consider themselves non-religious, yet visit Buddhist temples and hold Buddhist funerals; in North Korea, roughly 10,000 Buddhists remain in spite of religious persecution by the state. Clerical marriage is widely accepted in Buddhist sects throughout Japan, whereas the practice has been the subject of heated debate in South Korea since the 1950s. How did these differences emerge, and what common ground remains?

Distributive: Dist:TMV; WCult:NW

REL 80.11 - Modern Black Spiritualities

This advanced seminar places contemporary black religions at the center of the study of African-descended peoples. Through recent books in the ethnography of Africana religions, spiritual communities in Africa, the Caribbean, and North America that have established communities in the United States will constitute the focus of our course readings and anchor our weekly discussions. As an advanced seminar, our meetings will allow participants to interrogate the authors of these ethnographies. We will assess how these accounts have conceptualized the African diaspora and the vantages (“insiders” and “outsiders”) from which they describe religious beliefs, practices, and institutions. Beyond considering the commonalities and distinctions in form and practice that characterize various African diasporic religious practices, participants will also work to understand the constructions of race and belonging, ethnic identity, gender, sexuality, class, and geographic location that affect the lives of black religious adherents.

Russian Language and Literature

RUSS 38.12 - History of Attention

The course will trace a broad outline of the social and cultural history of human attention. We will begin by establishing a firm foundational understanding of attention as a neuroscientific and cognitive phenomenon. We will then proceed to attention in preliterate societies (hunter-gatherers’ attention, attentional strategies in oral literary

genres, such as the epic narrative); modern forms of attention in literature, music, pictorial art, and film; attention in the context of religious and spiritual practices; and finally, the current state of attention, including the social and political implications of the generalized ‘attention deficit disorder’ induced by the media and the internet.

Sociology

SOCY 71 - Race Matters - "Race" Made to Matter

What is race? What are the effects of race in our everyday life? How has science shaped our understanding of race and human diversity? This course explores how and why race is a social construction with profound implications in our social world not only in the U.S. but also beyond its shores. Diverse sciences have established that human beings are well over 99% genetically identical, but race remains a potent vision through division that has been *made* and made to matter across multiple spheres of life. This ranges from ancestry testing to our identities to how we are categorized to where we live and whom we are taught to love and hate in society. How race intersects with socio-economic disparities related to inclusion and exclusion are among the topics examined in this course.

Distributive: Dist:SOC; WCult:CI

SOCY 72 - Critical Community Sociology

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

Spanish and Portuguese Languages and Literatures

PORT 8 - Language and Culture: Brazilian Portraits

Students in this course will practice the Portuguese language by researching, analyzing, and discussing the portraits of well-known and ordinary Brazilians. Through the study of a broad range of written, visual, and audio/oral texts in Portuguese, students will examine the portrait as genre in literature, journalism, popular music, film, photography and the fine arts. Fictional and non-fictional life stories of Brazilians will serve as a window on the cultural, geographic and socioeconomic diversity within Brazil’s society. Throughout the term, students will produce written and oral portraits in Portuguese that will eventually be bound together in hand-made books. This course will also review important points of grammar and expand considerably students’ vocabulary in Portuguese. Reading, listening, speaking and writing assignments will

develop their ability to communicate in clear, correct and idiomatic Portuguese.

Distributive: Dist:ART; WCult:CI

PORT 11 - Intensive Portuguese

Portuguese 11 is a 1-credit course that combines Portuguese 1 and Portuguese 2 in one term. It is a fast-paced course that introduces students to the Portuguese language and the cultural and social aspects of Brazil and other Portuguese-speaking countries. Students will develop basic communicative skills through engaging activities that cover oral, listening, written, and reading practice.

Standard grammar structures will be taught in tandem with idiomatic usage so that students will be ready to use the language in formal and informal situations. Intensive use of films, documentaries, popular music, online news media, and social media will accelerate the learning of the language and provide a fruitful avenue for understanding cultural issues and current events regarding the Portuguese-speaking countries. By the end of this course, students will be able to communicate facts, ideas, habits, and feelings, using present, past, and future tenses. Upon successful completion of this course, students will be able to take Portuguese 3. Never serves in partial satisfaction of the Distributive or World Culture Requirements.

PORT 63.08 - The Many Faces of Brazilian Cinema

This course, directed to Spanish language students, aims to give a comprehensive vision of the richness and diversity of Brazil by introducing its culture and society through the study of Brazilian contemporary cinematic productions. Topics include: The Other's gaze in Brazil, redefinition of national identity and history, reassessment of African and indigenous roots, concepts of good and evil, rural and urban violence, popular culture, and representations of race and gender. Class discussion also focuses on documentaries, reviews, and critical articles. The course is conducted in Spanish. All movies are shown in Portuguese with Spanish or English subtitles.

Distributive: Dist:ART; WCult:NW

SPAN 5.01 - Language Study Abroad: Barcelona

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. Prerequisite: Acceptance into the Dartmouth Language Study Abroad Program.

Distributive: WCult:W

SPAN 5.02 - Language Study Abroad: Buenos Aires

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:NW

SPAN 6.01 - Language Study Abroad: Barcelona

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 6.02 - Language Study Abroad: Buenos Aires

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:NW

SPAN 35.01 - Argentina On(the)line

This *online only* offering of Spanish 35 surveys moments of crisis in Argentine history (19th-21st centuries) when socioeconomic, political and cultural models were on the line due to internal or international conflicts. Argentine literature and cinema have always thematized, reenacted, discussed and at times offered alternatives to these and other national crises. Among such undercurrent themes we will study confrontations of Buenos Aires city with the countryside; Peronism(s) and anti-Peronism; the disappearance of the civil society by the military in the 1960s and 1970s; the latest financial collapse of 2001; and current social struggles in search for gender and racial inclusion and diversity. Virtual synchronous and asynchronous group discussions about the materials will be mandatory besides attending online lectures. All assignments and tests will happen via Canvas.

Texts and films by E. Echeverría, J.L. Borges, J. Cortázar, E. Perón, R. Walsh, L. Valenzuela, G. Cabezón Cámara, F. Abate, J.J. Campanella, A. Caetano, A. Carri, L. Martel, and others.

Distributive: Dist:LIT; WCult:NW

SPAN 40.07 - Dark Mirror: Spanish Detective Fiction

This course examines Spanish contemporary society through the dissecting lens of one of the most popular literary subgenres: detective fiction or crime novel. Starting with some early examples, we will read and analyze short stories and novels published from the end of the Spanish Civil War (1939) to present. Authors will include Francisco García Pavón, Manuel Vázquez Montalbán, Javier Marías, Antonio Muñoz Molina, Lorenzo Silva, and Alicia Giménez Bartlett.

Distributive: Dist:LIT; WCult:W

SPAN 45.05 - The Stolen Children of Argentina and Spain

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

Distributive: Dist:ART; WCult:CI

SPAN 45.06 - Migration, Refuge, and Transnational Justice Across the Americas

This course engages with the expulsion, displacement, migration, and human flow across the Americas in the neoliberal age (from the 1980s to the present) by exploring the diverse media in which it is represented. The course concentrates on reading and analyzing cultural production in different media (novels, poetry, non-fiction writing, photography, film, digital media, art, and human rights reports), and in providing a clear understanding of the migration and refugee crisis in the region. It focuses on the perils and violence exerted on the migrant trail from Central America to Mexico and the US, and on the modes of resistance, solidarity and accompaniment that take place. It pays special attention to the ways in which these struggles are documented, represented, and rendered visible and audible.

Distributive: Dist:LIT; WCult:NW

SPAN 45.07 - Slaves from the Past, Slaves Next Door

This course will deal with human bondage. It will try to address a fundamental question: Under what circumstances

and through what strategies does a human being strip another human being of his/her humanity? From Columbus to Almodóvar we will use modern theories of human domination/bondage —Hegel and Nietzsche's theorization of the master-slave dynamics —as we explore slavery and human bondage through history in literature and films.

Materials for the course will include readings from Columbus, Hegel, Nietzsche, Manzano, Gomez de Avellaneda, Carpentier and García Márquez, as well as films by Spielberg, Pontecorvo, Almodóvar, y Bollaín.

Distributive: Dist:INT; WCult:CI

SPAN 50.05 - 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

SPAN 53.03 - Bilingualism: Cognitive and Sociolinguistic Approaches to Bilingualism in the Spanish-speaking World

This course examines bilingualism both as a linguistic and a social phenomenon. After taking this course, students will (a) gain a basic understanding of the relationship between cognitive development and language acquisition in bilingual speakers; (b) be able to identify and analyze linguistic patterns of language change and interaction in bilingual speech communities in Latin America, Spain and the United States; (c) reflect critically on issues related to language policy and bilingualism in education, and (d) examine representation of bilingualism in culture.

Distributive: Dist:INT; WCult:W

SPAN 55.04 - Humor and Politics in Latin American Literature, Film and Culture

Comedy and humor often serve to undermine cultural elitism and denounce social injustice. Many Latin American authors, filmmakers, and artists have used comedy and humor in politically subversive ways, but also as a way to legitimize the cultures and communities of the marginal and disenfranchised. This course will explore several theories of humor as well as Latin American traditions of humor.

Distributive: Dist:LIT; WCult:NW

SPAN 55.12 - Politics and Aesthetics of the Disappeared in Latin America

This course examines the figure of the *desaparecido* in Latin America, as well as the advent of forensic and documentary aesthetics. It explores the historical progression starting in the era of dictatorships between the 1970's and the 1980's, continuing into the transitional era after the truth commissions and democratic processes, through to its development into the present state of war on drugs and narco violence. By examining cases of human rights violations and forced disappearance in Argentina, Chile, Guatemala and Mexico, the course interrogates the conditions and practices of transitional justice, search for the disappeared, care for the dead, politics of mourning, and memory practices through cultural production such as novels, poems, documentaries, films, and visual arts. Addressing these diverse issues will involve engaging juridical, theoretical, philosophical, and political concepts stemming from the work of prominent artists, intellectuals and activists in the continent.

Distributive: Dist:ART; WCult:NW

SPAN 63.01 - Latin American Film

In this survey of Latin American film we will study the Mexican Golden Age of film (1936-1969), Cuba's revolutionary film (*Lucia*) as well as other radical films of the 60s (*Sangre del condor*), and women's films. We will end looking at the most important production coming out of Latin America today such as the films of Francisco Lombardi, Claudia Llosa, Lucrecia Martel and others. We will also study important film manifestos.

Distributive: Dist:ART; WCult:NW

SPAN 63.07 - Radical Women of Latin American Cinema

This course proposes to revise Latin American film historiography by foregrounding contributions by women filmmakers that challenge their audiences to radically rethink categories of politics, gender, race, body, sexuality, aesthetics, and spectatorship. In dialogue with narrative and documentary films, readings will question established

definitions of feminist film theory by including a majority of voices from Latin American and Chicana, as well as third- and fourth-wave feminisms. Course to be conducted entirely in English.

Distributive: Dist:ART; WCult:CI

SPAN 63.09 - Beyond Sex, Drugs, and Rock 'n Roll: Radical Latinxs in the 60's

The 1960s and 70s were a time of tremendous political and creative turmoil in the US in general and for Latinos in particular. Joining in the Civil Rights Movement and the anti-Vietnam mobilization, Latinos also fought for their rights founding important political organizations such as the Raza Unida Party; MeCHA, the United Farm Workers, the Brown Berets, the Nuyorican Young Lords Party, among many others. Beyond traditional stereotypes of the 60s as the period of drugs, sex and rock 'n roll, protesters and political activists were inordinately adept at creating and mobilizing artistic symbols, music, and literature to promote their agenda. We will study the creation of Aztlán as an imaginary Chicano homeland in the Southwest; works of individual Latino artists and writers; important journals (*Con Safos*, *Chismearte*, *Arte del Varrio*); organizations such as the Royal Chicano Air Force, Asco, Galería de la Raza, the Teatro Campesino, the Nuyorican Poets' Café; national monuments such as Chicano Park; and exhibitions such as Chicano Art: Resistance and Affirmation (CARA; held at UCLA). This course will be taught entirely in English.

Distributive: Dist:ART; WCult:CI

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

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

SPAN 65.14 - Medical Fictions: Illness and Disability in the Neoliberal Era

This course examines cultural responses to illness in contemporary Latin America. In the context of the political, social, and economic transformations of the last thirty years, we examine how literature, film, and the visual arts elaborate a counter-discourse that re-envision the value of the sick, unproductive, mentally ill, or disfigured body. How does medicine construct the body of

the Other? How do the sick or disabled imagine their own subjectivity outside medical narratives? How do communities emerge from and dissipate in the wake of contagion? Can language faithfully articulate the experience of pain or madness? What role does narrative play in the process of healing? We explore these questions and others through novels, short stories, nonfiction, films, and photography.

Distributive: Dist:LIT; WCult:NW

SPAN 70.01 - Great Works of Hispanic Literature: Don Quijote

From the time of its publication in 1605 (Part I) and 1615 (Part II), *Don Quijote* has provoked radically different interpretations. Taking as point of departure both the comic and the romantic interpretations, the course will explore the meaning of the *Quijote* across the centuries. Its aim will be to understand the *Quijote* both as an autonomous work of literature and as a highly creative response to the literary and cultural forces from which it was forged. In addition to the historical context and social conflicts in the Hapsburg monarchy, the course will focus on the literary history and the novel as a literary genre and a product of the Medieval “mixtification” which flourished in the Renaissance.

Distributive: Dist:LIT; WCult:W

SPAN 80.20 - The "Spanish Craze": Hispanic Culture in the United States

This seminar will examine the impact and influence of Hispanic culture in the United States during the formative years of the new American nation (19th and early 20th centuries). Departing from the contributions of renowned Hispanists such as George Ticknor (Dartmouth class of 1807), Henry W. Longfellow, and historian William H. Prescott, students will also examine the political circumstances that led to the Spanish-American War (or ‘Guerra de Cuba’) in 1898 and its aftermath. Special attention will be paid to the Spanish craze in architecture, fashion, and the movies during the first decades of the 20th century.

Distributive: Dist:LIT; WCult:W

SPAN 80.21 - The Boricua Gaze: Decolonialism in Puerto Rican Visual Cultures

Puerto Rican artists, filmmakers, writers, and performers have used the critical and subversive power of visibility to decolonize cultural production. As early as the 18th and 19th centuries, painters such as José Campeche and Francisco Oller appropriated European traditions to imagine and depict Puerto Rican cultural autochthony. Twentieth and twenty-first century artists have radicalized their works to question the legitimacy of artistic institutions and the capitalist logic of the art market. Film, photography, media, literature, theater, and performance

also deploy the decolonizing Boricua Gaze to shed light on Puerto Rico’s colonial condition, while muralism, parades, and public street festivals in the Puerto Rican enclaves of the US serve as visual forms of resistance against gentrification, political corruption, and the violent policing of brown and black bodies. Students in this senior seminar will engage with a broad repertoire of artistic and material practices in order to produce interdisciplinary scholarship that reflects the historical, social, and political dimensions of Puerto Rican visual cultures.

Distributive: Dist:ART; WCult:NW

Studio Art

SART 17.23 - Book Publication Lab

This special topics studio course will provide students an opportunity to engage in research, conceptualization, design thinking, and execution of collaborative print projects. Strategies in design research, investigation, form-making will all be discussed along with techniques in page layout, typography for book and editorial layouts, risography, zines, self-publishing, and bookmaking. It will function as a creative laboratory, providing an opportunity to be immersed in and mindful of a range of collaborative creative processes. Through fast-paced exercises, readings, and studio projects, students will develop skills to create with others and test the boundaries of ways to give form to new ideas and strategies to generate content. Outcomes will include both digital and analog print methods. This course is designed as an interdisciplinary exploration for students in studio art and from other departments such as english and creative writing, music, languages, and the sciences. Supplemental course fee required. Enrollment limited.

Distributive: Dist:ART

The John Sloan Dickey Center For International Understanding

The Nelson A Rockefeller Center for Public Policy

PBPL 21 - Crisis and Strategy in American Foreign Policy

This course addresses the frameworks, patterns, and practice of America’s strategic response to crisis. It will explore how institutions and policy traditions evolve in response to domestic and international challenges. It will examine some of the key political-military strategies that have been used by policy makers, including revisionism, hegemonic order building, engagement, retrenchment, and flexible integration. The course will also assess difficult challenges that will continue to confront America into the

future in the Trump Administration and beyond, including relations with China, Russia, and the Middle East.

Theater

THEA 10.26 - Sound Design

The purpose of this course is to develop our listening skills. To broaden our understanding of music and noise and how to talk about them. To investigate how sound works with both text and movement. To understand how sound can create context, tension, release and surprise. To explore designing collaboratively. Projects include creating soundscapes and scoring short works.

Distributive: Dist:ART; WCult:W

THEA 10.27 - Latinx Stage and Screen

This course will examine the Latinx stage and screen, focusing specifically on musicals that portray Latinx lives. We will focus on canonical works—including *West Side Story*, *Zoot Suit*, and *Hamilton*—in order to deepen our knowledge of their form, production history, historical reception, and contemporary place in American culture. We will take an interdisciplinary approach, drawing our reading assignments from the fields of Ethnic Studies, American Studies, Performance Studies, and Film and Media Studies, in order to analyze these productions as they traveled from stage to screen (and sometimes, back to the stage) and the representational and cultural politics involved in that shift. Finally, we will explore not only the musicals themselves, but also the historiography that has informed our understanding of them. Writing assignments will ask the students to reflect on the evolution of scholarly arguments regarding these canonical works.

Distributive: Dist:SOC; WCult:NW

THEA 10.29 - Text Analysis: Tools for Interpretation

A dramatic text is like a musical score. In order to understand a play, a theater artist must first learn to “read music.” This course will focus on the tools that allow an artist to understand the dramatic “score” and ultimately to translate the playwright’s words into action on stage. The playwright’s tools: Style, Setting, Mood, Theme, Environment, Character, Language, Action, Objective, Obstacles, will be defined and discussed. The reading list will include plays by Henrik Ibsen, August Strindberg, Katori Hall, William Shakespeare, Lynn Nottage, Caryl Churchill, and others. This course is relevant for all theater artists regardless of area of specialization.

Distributive: Dist:ART

THEA 10.30 - Theater of Ideas: Britain and France

An exploration of the main intellectual movements, dramatic forms, and playwrights that shaped the evolution of British and French theatre in the post war period. Particular attention given to modern drama history, theory,

and performance and how they relate to the wider social and political context. Writers drawn from some of the following: Osborne, Pinter, Stoppard, Churchill, Hare, Bennett, Ravenhill, Sartre, Beckett, Genet, Cixous and Mnouchkine, Koltes, Reza, and Ndiaye.

Distributive: Dist:LIT; WCult:W

THEA 10.33 - Contemporary Performance

This course introduces and examines trends in international performance practices since 2000, with an emphasis on the past decade. All of this work is theatrical, but none of it is traditional theater. Topics include virtual performance, theater as activism and social practice, documentary performance, eco-performance, visual “live art,” movement performance, and interactive work that centers the spectator’s experience. The course will feature multiple visits with artists who are in residence, performing, or developing interdisciplinary work at the Hopkins Center. We will experience works live when possible and view video documentation of many others. Artists’ writings and articles from performing arts journals will offer theory and context.

As a discussion-based seminar, active participation during class is essential as we seek to situate performances within their sociopolitical and artistic contexts and conceptualize the role and possibilities of performance in our rapidly changing world, including its potential to reflect and reshape its cultures and societies. In addition to gaining critical perspective and honing analytical skills, students in this course will join with those in THEA 90 for an intensive hands-on workshop in physical theater technique led by Quinn Bauriedel of the Pig Iron School for Advanced Performance Training. The course will culminate in a final project in which students create their own work of contemporary performance, paired with a theoretical paper describing and contextualizing the choices and goals of their piece.

Distributive: Dist:ART

THEA 10.56 - Black Theatre Workshop: The August Wilson Experience

Using legendary playwright, August Wilson’s ten-play cycle of African Americans’ experiences throughout American history as our inspiration, this course provides hands-on, experiential learning of acting, script analysis, and theatrical production. With no previous performance, design, or production experience required, students will read Wilson’s plays and related commentary with opportunities to perform selected scenes from the Wilson cycle while exploring possibilities for design and technical elements. In this process-oriented course, students also learn basic acting techniques by strengthening observation and listening skills, risktaking, imagination, improvisation, concentration, exploration of self, voice, and body. Activities include textual analysis of Wilson’s plays and related works as well as documenting and revising

performance philosophy and process. While providing a safe space for exploring the roles we play in our daily lives and taking on the roles of others in given or imagined circumstances, students will learn widely accepted theories, practices, and terminology of the actor's craft in order to facilitate the practice, writing, and discussion of acting and producing Wilson's plays and others.

Distributive: Dist:ART; WCult:CI

THEA 10.57 - Dance Theatre of Harlem Workshop: The Hazel Scott Project

Synthesizing aspects of cultural storytelling, theater, movement, activism and biography, this course is focused on the creation of new performance work. Students will have a rare opportunity to engage with the singular Dance Theatre of Harlem (DTH) during their summer residency at Dartmouth College as they begin original choreography of a performance work inspired by the legendary entertainer Hazel Scott. This course explores all elements of the new dance theater work, from the point of view of the choreographer as storyteller, to the business realities of running a major performance company. During THEA 10.57, students will also create and organize performances of their own movement-based biographical works.

Distributive: Dist:ART; WCult:CI

Womens Gender and Sexuality Studies

WGSS 20.03 - Introduction to the Study of Race, Migration, and Sexuality

This course aims to deepen our understanding and appreciation of the ways in which race, migration and sexuality have shaped U.S. culture, social and legal thought, cultural institutions and art practice from the colonial era to the present. Race, migration, and sexuality are experienced differentially across all groups and individuals. They also have distinctive transnational and diasporic histories and practices. This course will focus on the various groups that have comprised the United States in a comparative and decolonial study aligned with the intersectional approach advocated by black feminists. Students will learn about issues of race, migration, and sexuality across time and space, as critical dimensions of the nation's political and economic structures, within different ethnocultural traditions, and in aesthetic, performance practices. The central object is to weave diverse historical and cultural traditions into a larger synthesis of the meaning of race, migration and sexuality in North American life that is deftly attuned to power in all of its guises and establishmentarian logics.

As a broad introduction to the multi- and inter-disciplinary studies in race, migration, and sexuality, the course will employ "a constellated approach" that will highlight the connections between our interdisciplinary programs with

components of study in U.S. ethnicities, genders and indigenities. It will enable students to think across the fields of Latinx, African, Native and Asian American Studies while also encouraging thinking in global, hemispheric, transnational and decolonial terms. The course will promote interest in border thinking across geographies and practices that demand a fundamental rethinking of existing paradigms with new questions, objects and analytics

Distributive: Dist:INT or SOC; WCult:NW

WGSS 24.02 - Gender and The Modern Middle East and North Africa

In this course, we will study histories of the modern Middle East and North Africa and examine the ways that issues relating to gender and sexuality have affected the politics and social worlds of the region over the course of the past several centuries. This course begins with the medieval Islamicate Empires — Mughal, Safavid, and Ottoman — and then moves through the end of empire, the colonial era, the establishment of the nation state, and the emergence of modern cultural, political, and religious movements. In doing so, we will situate the histories and social worlds of the region in a global frame, asking how global political and economic transformations have affected the region. At the same time that we attend closely to these histories, we will also examine the ways in which the category of "woman" has been mobilized in popular and political discourses in the 18th-21st centuries, paying particular attention to how Muslim and Middle Eastern women have been represented in various political discourses, as well as how they have represented themselves. Through close readings of both primary sources (in translation) and secondary literature — including historiographical, theoretical, and literary texts as well as film and music— we will also tackle the questions, controversies, and stereotypes that have animated debates in both scholarly and popular literature on such topics as the veil, feminism, revolution, human rights, LGBT issues, masculinity, and war.

Distributive: Dist:SOC; WCult:NW

WGSS 40.02 - 10 Weeks, 10 Professors: #BlackLivesMatter

This collaboratively taught course seeks to answer the call of activists around the country to examine racialization, state violence, and inequality in the context of the #BlackLivesMatter movement. To begin, it offers a context for the events in Ferguson, Missouri in 2014. Then, it situates those events in a broader history of race and racism in the United States. Finally, the course highlights black feminist and queer approaches to questions of trauma, community, politics, and survival.

Distributive: Dist:SOC; WCult:CI

WGSS 40.06 - Race and Memory: Feminist and Queer Performance Against Disavowal

“The past does things.” These words were written by José Esteban Muñoz in his 2009 text *Cruising Utopia: The Then and There of Queer Futurity*. This course offers an opportunity to explore how past histories of domination continue to emanate into the present. Through the lens of feminist and queer of color performance, we will engage a diverse array of aesthetic forms—including performance and installation art, literature, poetry, film, music, and new media—in order to learn how cultural practitioners use the arts to sustain life in a world framed by overlapping legacies of white supremacy, colonialism, capitalism, and heteropatriarchy. Our readings and materials will be interdisciplinary, spanning gender and queer studies, critical ethnic studies, American studies, and performance studies. Traversing 20th and 21st century cultural production, each week will be organized around artists and writers who actively engage the concept of memory as a political act against the denial or *disavowal* of violence. We set out to understand the social, political, and economic contexts in which artists create their work, addressing issues of race, gender, sexuality, nation, class, ability, and environmental decay. In doing so, we come to more intimately know how performances of time, memory, and trauma include a fervent belief in the potential of queer and feminist possibility. Throughout the term, students will participate in critical, creative, and collaborative assignments that will develop critical thinking, writing, and interdisciplinary engagement.

Distributive: Dist:INT or SOC; WCult:CI

WGSS 48.09 - Nineteenth-Century British Women Writers

For the first time in literary history, women writers found commercial and critical success in England during the nineteenth century. Women writers of this time were keen observers of the social codes that formed—and constrained—their identities. Though women wrote in many genres in this period, this course will focus on major novels of the nineteenth century because of the particular strategies female novelists used to open up hard questions about social identity, and particularly social possibilities for women. Questions about gender clearly implicate sexuality, class, ethnicity, race, and power, as well, in complex, compelling, and unexpected ways. We will read works by Jane Austen, Mary Shelley, Emily Brontë, Charlotte Brontë, Elizabeth Gaskell, and George Eliot, and we will end the class by reading substantial excerpts from the private, unpublished diaries of the women writers who published as “Michael Field.”

Distributive: Dist:LIT; WCult:W

WGSS 51.10 - Narratives of Un-belonging: Bad Asians, Queer Texts

What makes an Asian/American “bad” and what makes a text “queer”? How does one shed light and offer insight on the other? How might the “bad” and the “queer” name the refusal and failure to assimilate and align oneself with racial capital, settler colonial logics, and reproductive futurity? How might both terms require us to rethink what narratives of belonging look, feel, and sound like and in turn, become the grounds for alternative solidarities, affiliations, and intimacies across lines of minority difference? To answer these questions, we will engage with primarily contemporary Asian/American works of literature, poetry, film, performance, and art that alters, disrupts, and varies Asian/American narratives of migration, assimilation, and upward mobility. Through these works, we will address historical processes of Asian/American racial, gender, and sexual formation by way of the “bad” and the “queer,” as transformative political and aesthetic categories of inquiry that risk failing to fit in, being wrong, and not belonging.

Distributive: Dist:LIT; WCult:CI

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