

TABLE OF CONTENTS

NEW COURSE SUPPLEMENT 2015

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

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

**Note – The ORC New Course Supplement includes all new courses, including new special topics courses; it does not include 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 COURSES

Below is a listing of all new courses approved since July 2015.

African and African-American Studies

AAAS 39.02 - History of Jazz since 1965

This class examines developments in jazz such as soul jazz, jazz funk, the avant-garde, big bands, Afro-Latin jazz and world jazz. Class work includes close listening and discussions of audio and video recordings, collaborations and in-class presentations, supplemented with performances by visiting artists. Students will also complete required reading, listening and writing assignments and attend jazz performances, resulting in a deeper understanding and appreciation for jazz and improvisation, both worldwide and in our daily lives.

Distributive: ART; WCult:W

AAAS 56 - The African Political Novel

This course examines the relationship between politics and the novel in Africa. I have selected novels from different parts of Africa. We will approach the selected novels as instruments of political interest and products of political contexts. We will then proceed to put these novels in a triangular conversation with political theorists of Africa and the political philosophies of African leaders. Topics include democracy and governance, clientelism and patrimonialism, failed states, gender, and grassroots activism.

Distributive: LIT; WCult:NW

AAAS 65 - Introduction to Postcolonial Literature

An introduction to the themes and foundational texts of postcolonial literature in English. We will read and discuss novels by writers from former British colonies in Africa, South Asia, the Caribbean, and the postcolonial diaspora, with attention to the particularities of their diverse cultures and colonial histories. Our study of the literary texts will incorporate critical and theoretical essays, oral presentations, and brief background lectures. Authors may include Chinua Achebe, Ngugi wa Thiong'o, V.S. Naipaul, Merle Hodge, Anita Desai, Bessie Head, Nadine Gordimer, Paule Marshall, Tsitsi Dangarembga, Salman Rushdie, Earl Lovelace, Arundhati Roy.

Distributive: INT or LIT; WCult:NW

AAAS 80.07 - Race, Media, Celebrity

How is fame understood through racial difference? This course explores the dynamic terrain of contemporary celebrity culture as it intersects with race. Looking across a range of media formats (music, television, and digital

media) we will examine the construction of black celebrity from Barack Obama to Beyoncé. We will engage with the aesthetics and politics of black celebrity visibility, paying close attention to issues of gender, sexuality, and class. Topics considered include celebrity performance, scandal, and fandom in US public and popular culture.

Distributive: ART; WCult:CI

AAAS 81.05 - Telling Stories for Social Change

Our social structure is full of unseen, unspoken, and unheard dynamics that create visible and invisible social walls. Students in this course have the unique opportunity to collaborate with a group of people from behind those social walls from two different perspectives: theoretical and practical. Students study the causes of this invisibility and social isolation (mainly pertaining to incarceration and addiction) by participating in an interdisciplinary arts program with local community members from these invisible populations while at the same time attending discussion-based seminars. This combination of practice and theory asks for students to go beyond a critical reflection on our society by contributing to constructive social actions towards change.

Distributive: ART; WCult:CI

AAAS 86.04 - There Won't Be a World Cup: Social Shifts in Contemporary Brazil

This class will be offered on campus, in English, and will explore social, political, and economic issues in contemporary Brazil. Since 2013, the climate in Brazilian society has become more and more tense due to a series of street protests and polarized public debates on race, class, political representation, democracy, religion, gender, sexuality, environmental protection and economic justice. Brazilian present scenario will be discussed in relation to historical and cultural contexts. Materials for the course will include films, documentaries, music, and a wide variety of readings (mainstream media, blogs, academic essays, official documents, fiction). Invited guests (scholars, activists, journalists, artists) will deliver lectures, in presential or remote way.

Distributive: SOC; WCult:NW

AAAS 87.07 - Globalization and the African Continent

This course on globalization seeks to ultimately provide students with a conceptually grounded understanding of the four aspects of globalization: the economic, the political, the social and the cultural. Four objectives guide this course. The first is to introduce students to the main topics and debates related to the issue of globalization. A second goal is to provide students with an array of conceptual and empirical tools that are useful in framing

discussions of globalization. Third, we will explore the multifaceted ways in which globalization manifests itself and its complex impacts on individuals and societies. Finally, we will discuss the multiple ways in which individuals and collectives are challenging and shaping globalization in the contemporary world. In all of this, our emphasis will be on the developing world in general and Africa in particular.

Distributive: INT or SOC; WCult:CI

AAAS 87.08 - Indigenous Slavery in Ghana and Africa

Using the Atlantic slave trade as a backdrop the course provides an introduction to slavery in Ghana and Africa and the Atlantic slave trade out of West Africa. Instead of presenting a comprehensive survey, covering every aspect of this vast subject, this course takes a topical approach by focusing on a selection of themes and issues that are crucial to developing an understanding of slavery in Ghana and Africa and the slave trade across the Atlantic. Themes to be covered include African and European agency in slavery and slave trade; slavery and slave trade in framing the social structure of Ghana; the legacies of slavery in Ghana and Africa and the ways in which slavery is remembered in Ghana. Throughout the course, we will pay attention to the debilitating effects of slavery and the slave trade on Africa and on its development.

Distributive: SOC; WCult:NW

AAAS 87.09 - African Popular Culture

This course introduces a global socio-historical framework within which to examine African popular cultures across the continent and as they circulate globally. Considering the historical contexts of contact between Africa, Europe, and--- the Americas, we will explore cultural, economic, and philosophic aspects of African expressive cultures. Focusing on Ghana, Nigeria, and South Africa, we will study music, film, dance, social media, theater, and literature, and consider how ideas of what it means to be African are produced and contested through these media.

Distributive: SOC; WCult:NW

AAAS 88.08 - The Ethnography of Violence

Violence is widely recognized as a problem in modern society, with policies and interventions to combat violence, or to employ it, dominating local and global politics. Yet the meaning of violence is seldom analyzed. This course explores violence as both an embodied experience and a socially and culturally mediated problem. Particular attention is paid to understanding how violence relates to manifestations of power, configurations of legitimacy, structures of inequality, and perceptions of difference. Using personal, collective, and institutional perspectives, this course raises key questions concerning security, resistance, suffering, and criminality in a globalized world.

Distributive: SOC

AAAS 88.11 - Atlantic Slavery/Atlantic Freedom

When does slavery find itself chiasmatically mirrored in freedom? From the recent Hollywood blockbuster *12 Years a Slave* (2013) to the streets of Ferguson and Baltimore, the legacies of slavery and racial violence continue to cast their shadow over horizons of emancipationist history even as America commemorates the sesquicentennial of the U.S. Civil War. In this course we will revisit the literatures of slavery and antislavery in the Atlantic world from the eighteenth century to the present. Our novels and stories imagine episodes of slavery, slave rebellion, and fugitive flights to freedom across two centuries: from early transatlantic crossings of slaves and servants to the New World; to Tacky's Revolt and its place in what Vincent Brown has recently called the "Coromantee Archipelago" in eighteenth century slave rebellion; to the spectacular soundings of the Haiti Revolution in the Age of Revolutions; to the messianic prophecies of Nat Turner in the early nineteenth century; to slave rebellions at sea; and finally to fugitive slave fictions in the abolitionist decade leading up to the Civil War.

Distributive: LIT; WCult:NW

AAAS 88.12 - From Diaspora Practices to Theory

What is an epic and how do its imaginary, cultural, and rhetorical impulses of displacement, unknown cartographies, madness, new identities, conceptual crossroads and translation lead to an eventual theorization of diaspora? The course has three inter-related goals: to study six examples of epic in the Black Diaspora moving from West Africa to the Anglo-Franco-Hispano-phone Caribbean; 2. to relate these texts to diaspora pathogen and food-ways, spiritual practices and converging African and New World histories; and 3. to consider diaspora and *chaos theory*.

Distributive: LIT; WCult:CI

AAAS 88.13 - Women Writing Memoir

This course examines the autobiographical writing of a variety of women from across the globe. Paying attention to the socio-political contexts within which these women write, we will discuss the ways in which these authors negotiate different worlds while being marginalized along vectors such as race, class, and gender. For this reason, the class is inherently interdisciplinary. Most of the works we will examine have achieved significant critical acclaim, and we will also examine the artistic innovations in these narratives. Texts will include works such as Staceyann Chinn's *The Other Side of Paradise*, Jackie Kay's *Red Dust Road*, Jeanette Winterson's *Why Be Happy When You Could Be Normal?*, Malala Yousafzai's *I am Malala*, Janet Mock's *Redefining Realness* and Marjane Satrapi's *Persepolis*.

Distributive: INT or LIT; WCult:NW

Anthropology

ANTH 12.01 - Ethnographic Film

Ethnographic film crosses the boundaries between academic anthropology and popular media. This course addresses the construction of meaning in ethnographic films in relation to written anthropology. It focuses on individual films, analyzing their significance from the perspectives of filmmakers and audiences. The class will appeal to students of anthropology and film as well as others interested in international studies and the politics of cross-cultural representation. (TOPIC)

Distributive: INT or SOC; WCult:NW

ANTH 12.16 - Islamist Politics: From the Muslim Brotherhood to the Islamic State

The most dynamic political forces today in countries across the Middle East are Islamic parties and movements. From the Muslim Brotherhood to the Salafists to ISIS, we will study the origins and development of modern Islamic political movements throughout the Middle East and broader Islamic world, paying close attention to the ideological and material factors that unite them, and those that set them apart from one another. We will devote time to considering how Middle Eastern governments have negotiated challenges from Islamic movements, and look closely at the varied influences of the Arab Spring uprisings on local and state-level politics in the region. The aim of this course is to provide students with a broad context for making sense of the rapid and revolutionary changes taking place across the Middle East and broader Islamic world today.

Distributive: INT or SOC; WCult:CI

ANTH 12.17 - Tombs, Pits, and Pyres: Archaeology of Death

The goal of this course is to provide a solid grounding in the archaeological literature of mortuary studies; that is, data derived from the material remains of the death experience in the archaeological past. Along with more theoretical papers, specific case studies will be used to address a variety of topics and issues, such as social organization and social structure, identity (e.g., race, gender, ethnicity), violence, skeletal biology and bioarchaeology, the ethics of using human remains, and the social impact of the archaeological dead in past and present societies. The time range covered in the course spans from the Neolithic to the near-2011 present, and numerous cultures from all parts of the globe will be explored.

Distributive: INT or SOC; WCult:CI

ANTH 12.18 - Anthropology and the Forensic Sciences

Forensic anthropology is the application of the science of anthropology and its subfields, including Biological (physical) Anthropology, Cultural Anthropology

(Ethnology), and Archaeology, in a legal setting. Traditionally the forensic anthropologist will assist law enforcement agencies in the retrieval and identification of unidentified human remains. This course will introduce the student to various anthropological sub-disciplines used in the fields of forensics, including: (1) search for clandestine burials; (2) excavation and retrieval of human remains; (3) identification of human remains (sex, age, race, cause of death, and pathology); (4) handling of evidence; (5) interaction with law enforcement agencies; (6) presentation of data, results and evidence; (7) review of forensic and anthropological case studies; and (8) guest lectures.

Distributive: SCI

ANTH 25 - Primate Biomechanics

This course is an introduction to the physical principles and musculoskeletal anatomies that underlie primate behavior, including especially primate locomotion and diet. We will study basic mechanics, bone biology, soft tissue and skeletal anatomy, primate behavioral diversity, and the primate fossil record in order to address why bones are shaped the way they are, and how scientists reconstruct behavior from fossils. Emphasis will be on primate locomotion, including the origins and evolution of human bipedalism.

Distributive: SOC; WCult:NW

ANTH 50.17 - Rites of Passage: The Biology and Culture of Life's Transitions

This course explores the “rites of passage” concept across time and space, and with close attention to the ways that our bodies shape and are shaped by our social selves. A response to avid student desire to learn more about the intersections of biology and culture within the context of anthropology, this course promotes learning about human biology and the medical humanities.

Distributive: SOC; WCult:CI

ANTH 65 - Conservation and Development

The terms ‘conservation’ and ‘development’ are ubiquitous, but there is little agreement on their meanings or their efficacy. We study how these processes impact ‘traditional’ cultures and how indigenous peoples have responded. Development and conservation have cultures of their own so we will examine their worldviews, discourses, and practices. We explore how anthropological methods can be used to analyze resource conflicts, understand the limits of dominant approaches, and think constructively about alternatives.

Distributive: INT or SOC; WCult:CI

ANTH 70 - Experiencing Human Origins and Evolution

This course will examine current evidence for human origins and evolution, with a particular emphasis on South

Africa. Students will learn and experience firsthand how fossils, archaeological sites, and living model systems are used collectively to reconstruct and interpret the path and circumstances by which we became human. A course extension in South Africa will be offered to enable direct experience with the sites, organisms, and challenges discussed in class.

Distributive: SCI

Art History

ARTH 16.16 - Two Thousand Years of Korean Painting

This course explores Korea's long painting tradition from the earliest petroglyphs to the 21st century. We will look at Goguryeo mural paintings, Goryeo Buddhist Paintings, and Joseon landscapes, portraits, genre, and folk paintings, as well as Korea's modern and contemporary art, including North Korean propaganda posters. We will ask questions like: How have Korean paintings reflected changes in religious beliefs, political ideology, and material culture? What quintessential aesthetic values (if any) are found in Korean painting? How much does contemporary "global" Korean painting contain the legacy of the Korean painting tradition?

No previous knowledge of Korean art is required.

Distributive: ART; WCult:NW

ARTH 16.21 - Reform and Response in Sixteenth-century Northern Europe

In 1517 Martin Luther nailed the 95 Theses to the door of the castle chapel in Wittenberg. That act was the culmination of decades of frustration with an established Church that, to many believers, had lost its way. What followed was a European debate for the very souls of men. The Reformation brought into question the assumptions by which most Europeans had lived—that the Church's teachings, personal good actions, and Christ's sacrifice could insure their salvation. Using the printing press and artworks, both sides presented their positions in propagandistic language that could be both bombastic and subtle. We will look at this central event in the shaping of free will, and how it played out in the art created in Northern Europe at that time.

Distributive: ART; WCult:W

ARTH 16.22 - 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: ART; WCult:NW

ARTH 16.23 - Aesthetics of the Digital

This course confronts one of the most urgent and elusive problems of our day: the relationship of aesthetics to the rise of digital media. Drawing on a range of critical texts and artistic practices, we will consider how fundamental aesthetic categories such as materiality and form are transformed through the radical shift from a work-oriented to a medium-oriented conception of art and reality. In broader terms, this module explores the rapidly mutable audio-visual environments/interfaces of the digital age and their impact on social relations and cultural production. We will also examine the tensions between intimacy and distance, distraction and attention, and passivity and participation that characterize image consumption within the routines of contemporary technological culture. Finally, this module offers a historical and political framework for understanding contemporary art's seeming disavowal of the digital and the expanding non-stop processes of twenty-first-century capitalism that underpin it. At the same time, we will assess some of emancipatory possibilities opened by the accessibility and affordability of digital cameras, editing software and mobile devices. As well as making use of the interpretive methods of art history, this module will introduce students to tools drawn from social semiotics, media studies, anthropology, visual culture, cybernetics and design philosophy.

Distributive: INT or ART

ARTH 16.24 - The Arts of War

Walt Whitman said of the American Civil War: "the real war will never get in the books." This course will raise

core questions about how war is remembered and represented through text, performance, and visual culture. Our questions will be anchored in concrete case studies but will also raise far-ranging philosophical, ethical, and historical questions that examine instances of war in relation to the aesthetics of war.

Distributive: INT or ART

ARTH 16.25 - East Meets West

This class explores the interaction between the cultures of East Asia and the West from as early as c. 200 BCE to the early 20th century. The course consists largely of four themes: the Silk Road and the Arts, the Pottery Stories, the Jesuits and the Arts, and Asian Arts in Europe. The class starts with the Silk Road, the world's first great superhighway that from ancient times linked East Asia to the Mediterranean World across Central Asia, and examines how ideas, art, and religions traveled and were transformed through their journey. The second theme, the Porcelain stories, conveys how aesthetics, technology, designs and motifs were transmitted from East to West and vice versa. We will ask questions, such as: Why was porcelain so desirable? Where did porcelain rank in the hierarchy of art forms and materials in Asia and Europe? How much did a piece of porcelain cost at any moment in time? Why did Japan and Korea have "the Pottery War" and what was the significance of that war in East Asia (and Europe)? The third theme, the Jesuits and the Arts, looks at the hybrid blend of two or more traditions and the artistic productions that arose from those blends. We also will examine together the paintings of Asian and European artists, the paintings of European artists on Asian themes with a traditional Asian medium, and the work of Asian painters' on European subject matter with a European medium. The last theme, Asian art in Europe, scrutinizes the Western reception of Asian subjects, motifs, designs, and aesthetic values, and their appropriation for artistic productions. European interpretation (or imitation) of Chinese arts, so called *Chinoiserie*, and the Japanese influence on European art, known as *Japonism*, will be closely examined. Through lectures, readings, and films, we will explore the historical and artistic links between East and West and some selected art associated with those routes.

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

Distributive: ART

ARTH 17.14 - Art and Industry: The Visual and Material Culture of South Asia, 1800 to present

This course examines the relationship between art and industry through the visual and material culture of South Asia from 1800 to the present. It begins with the fraught colonial discourse on the relationship between art and economy, and the fear that industrial production would

destroy indigenous craft and design. This instigated a colonial system of education, and the creation of museums, that taught both the European 'fine arts' of painting and sculpture, and the Indian 'applied arts' of craft and design in practice and in objects. The course further focuses on specific media as physical and intellectual conduits in the economy. We will pay particular attention to the explosive effect of the technologies of print and photography in colonial control and nationalist agitation. We will also examine the materiality of textiles, clay, wood, metal, stone, and food in their production, exhibition display, and cultural and political context. The course will conclude with contemporary artists' consideration of craft and the formation of national museums. In parallel to the focus on visual and material objects, we will read selections from primary sources on art and industry, such as George C. Birdwood's *Industrial Arts of India* (1880), *The Journal of Indian Art and Industry*, and Mahatma Gandhi's *Hind Swaraj* (1909).

Distributive: INT or ART

ARTH 17.15 - De-Centering the Renaissance

How was the Renaissance reshaped, reinvented, and transformed as it traveled across the globe during the fifteenth and sixteenth centuries? This course challenges our definition of the Renaissance by highlighting art and architecture produced outside the traditional Italian centers of Florence, Rome, and Venice. Each week will focus on a region typically marginalized in Renaissance studies, from the Iberian Peninsula to Ottoman Turkey. We will consider topics such as: the exchange of models, techniques, and materials between foreign workshops; the traveling artist and architect; cultural and artistic hybridity; differing approaches to the revival of antiquity; the relationship between center and periphery; the development of local styles; and colonialism. Students will have an opportunity to think critically about how an art historical canon is constructed and how it might evolve. Throughout, we will question the current trend in the field toward globalism: what are the values and risks of this new approach to the study of Renaissance art and architecture?

Distributive: ART

ARTH 17.16 - Food and Art: A Global History

Recipes are proscriptions, lists, guides for making. In this class we will focus on how food is a form of art from a chef's innovative dishes to a craftsman's vessels and an engineer's technologies; while equally attending to how art is food from pigments and dyes, to sugar sculptures and dinner parties. Art also represents food from still-lives of fruits, vegetables, meats and seafood, to the actual plating of dishes and setting at the table, to rituals of fasting and feasting. This is a global history. We will examine food and art across multiple geographies and times, and methodologies. Topics will include cookbooks and menus; utensils and ceramics; plastics and lunchboxes; migrations

of plants, dishes, and cooks; religious fasts and feasts; gardens, still-lives, the appetite; Pop art of food; activist food art; food labels and ephemera.

Distributive: INT or ART; WCult:NW

ARTH 17.17 - The Ideal City

This course explores the Renaissance phenomenon of the “ideal city” – its origins, successes, and spectacular failures. During the fifteenth and sixteenth centuries, major artists and architects like Leonardo da Vinci participated in a radical experiment that transformed how urban spaces were designed, represented, and built. The Renaissance ideal city was invented as a utopia, featuring straight processional avenues, a rigid street plan, and monumental sculptures inserted into public squares like props on a stage. We will consider three variations on the Renaissance ideal city, both in Italy and neighboring regions: fictional cities like the star-shaped Sforzinda (1465) that were imagined in sketchbooks, paintings, and the pages of printed books; new cities and towns that were built from the ground up according to ideal models of urban planning, such as Pienza (1459) and Palmanova (1593); and the demolition and reconstruction of entire neighborhoods in existing metropolises like Palermo and Rome. Throughout, we will question how Renaissance architects exploited the basic infrastructure of daily life – roads, gates, walls, squares, and even sewage systems – to perfect their environments. What role did the artistic principles of harmony, proportion, and perspective play in the design or depiction of ideal cities? How were those principles used to promote civic virtue and good governance or to reinforce social hierarchies and absolutist rule? This course has no pre-requisites and requires no prior knowledge of art history, architecture, or the Renaissance.

Distributive: ART

ARTH 34 - Castles, Cloisters, Cathedrals

This course explores the origins and development of architecture during the Middle Ages (roughly from the fourth to the fifteenth century). While generally arranged chronologically, some classes will focus on themes such as the role of architects and patrons, the influence of pilgrims and monks as well as the cross-cultural impact of Islamic and Byzantine architecture on the buildings of medieval Western Europe. Not only will we explore the people and institutions that commissioned the great buildings of the Middle Ages, but also we will explore how these structures were built. Finally, as an instance of experiential learning, we will take some initial steps toward reconstructing a medieval building on the Dartmouth campus in order to understand the fundamental principles informing medieval buildings.

Distributive: ART; WCult:W

ARTH 44 - Italian Renaissance Architecture

This course focuses on buildings constructed in Italy between 1420 and 1580. During this time, the Italian peninsula was a hotbed of revolutionary ideas about how architecture could shape and be shaped by the human will. The Renaissance saw the emergence of a new type of architecture, which took its cue from the needs, activities, and aspirations of people who defined themselves as “modern.” The chronologically presented material is interspersed with classes dedicated to the broad themes of the course (humanism, the inspirational role of ancient and medieval buildings, living conditions and styles, the rising profession of the architect, etc.). Lectures and readings will focus on the major thinkers, designers, and patrons of the period as well as on the economic, political, and religious forces that were at play in the formation of such ambitious and beautiful buildings.

Distributive: ART; WCult:W

ARTH 83.03 - Prying Eyes: How to Look at Images in the Age of Total Surveillance

The concept of government surveillance is no longer revelatory. It’s been nearly three years since Edward Snowden leaked documents detailing sweeping surveillance programs carried out by the U.S. National Security Agency. Since that time, the former government contractor has been alternately branded a hero and a traitor. A steady drip of disclosures from the leaked materials has fueled a critical debate over privacy, civil liberties, and national security. This seminar considers the strategies and tactics developed in the aftermath of 9/11 that have come to be known as the “war on terror”: ground wars in Afghanistan, Iraq, and elsewhere; torture; mass and warrantless surveillance; and the use of drones in what officials call “targeted killing.” The question of who possesses what data, how its processed, and how this changes the economic power structure and social concepts of the private sphere, knowledge, and responsibility is becoming more and more urgent. In focusing on data and communications streams in global networks, this course addresses the highly complex and invisible forms of political/economic power and the role that images play within a world of “total surveillance.” Every U.S. citizen is part of the surveillance state. This course asks students to recognize and critically confront that (often unknowing) participation. We will draw on the work of artists, filmmakers, and critics such as: Jacob Appelbaum, Gilles Deleuze, Cory Doctorow, Laura Poitras, Hito Steyerl, Ai Weiwei, Trevor Paglen, Jill Majid, Kate Crawford.

Distributive: ART

Asian and Middle Eastern Languages and Literatures Arabic Chinese Hebrew Japanese

ARAB 61.07 - Modern Arabic Literature in Translation: Narrating Tradition, Change and Identity

This course is an introduction to the modern Arabic narrative tradition through the close reading of a number of key texts by leading twentieth and twenty-first centuries Arab authors. It takes as its focus a critical examination of representations of identity and change in modern Arabic discourses. Blending lectures and class discussions, the course will also explore the ways in which literary forms and narrative strategies tend to reinforce or contest normative power structures. Examination of motifs, literary styles, and assumptions pertaining to gender, sexuality, and class and socio-religious affiliation will also be undertaken.

The course will further examine the profound ways in which the colonial encounter has impacted (narratives of) identity with a particular emphasis on constructions of the Arab Self in relation to a Western “Other”

Readings for the course will be drawn from the works of Naguib Mahfouz (Egypt), Tayyib Salih (Sudan), Ghassan Kanafani (Palestine), Hanan Al Shaykh (Lebanon), Mohamed Berrada (Morocco), and others. The course will be taught in English.

Distributive: LIT; WCult:NW

ARAB 61.08 - Arab Feminisms

This course is an introduction to the history of feminism in the Arab world from the 19th century to the present. It examines some of the most important socioeconomic and political issues as well as aesthetic trends that were or continue to be central to feminist activism and cultural production in the region. Throughout the term students will engage with a wide range of primary sources (newspaper articles and op-eds, memoirs, novels, poems, photographs and films) that will help them develop a nuanced and critical understanding of the diverse and dynamic experiences of women in the Arab world.

Distributive: INT or LIT; WCult:NW

ARAB 63.03 - Arab Cultures in the Americas

Arab Cultures in the Americas aims to introduce students to both: the main sociopolitical issues that affect(ed) the Arab diaspora and the principle literary and cultural trends that emerged from them. This interdisciplinary course will draw on historical, anthropological, literary and cinematic sources to explore such literary trends as the Romanticism of *Adab al-Mahjar*, as well as such sociopolitical issues as “assimilation”. Since this seminar covers an area that traverses five different linguistic spheres (Arabic, English, Spanish, Portuguese and French) and a time period of

almost two centuries, it can neither be exhaustive nor comprehensive. The course will, instead, focus on a select number of countries and specific historical moments primarily in the twentieth century.

Distributive: INT or LIT; WCult:NW

CHIN 44.04 - Reading, Translation, and Culture

This course is designed to advance the student’s communicative skills in a bilingual situation, viz., Chinese and English, as well as the student’s reading and writing abilities in Chinese in today’s ever interculturally conscious world. The topics that we will examine include (but are not limited to) some of the basic questions and issues with which English-speaking, young adult students of the Chinese language frequently deal: Chinese semantics, syntax, grammar, style and rhetoric (including metaphor); the Chinese writing system; and last but not least the relationship between language and culture. The course will be conducted in both Chinese and English, depending on the linguistic proficiency of the students in the class. Readings will include books and articles in both English and Chinese.

Distributive: LIT; WCult:NW

JAPN 61.06 - Languages and Scripts of Gender, Class, and Nation

While language is commonly believed to be a great “tool” with which we describe our feelings and physical phenomena, it is also *the* portal through which we understand the world. In other words, language defines, constrains, and colors human experiences. With this premise as the basis, this course attempts to expand our horizons by examining the ways the spoken languages of Japan, Korea, and China convey concepts such as masculinity, femininity, affection, status, and solidarity. In the latter half of the term, we will also explore the layers of complexity embedded in the writing systems of these three nations. In so doing, we will shed light on each society’s historical negotiation of its national identity, Sinophilia, and desire to become a first-class nation of the modern world. No previous knowledge of an Asian language is required.

Distributive: INT or TMV; WCult:NW

JAPN 61.07 - Transgression and Canonization in Modern Japanese Literature

This course explores the rich and multifaceted relationship between various types of transgressions (political, sexual, aesthetic, stylistic etc.) and the formation of the canon in modern and contemporary Japanese literature. How do we determine what qualifies as transgressive, and what kinds of transgressions appear within different literatures? How does something transgressive become canonized, or otherwise, why is it excluded from the canon(s)? What factors, strategies, and politics inform literary canon(s) and

how are they changing? Through close readings and analyses of diverse literary texts together with influential theories on transgression within the changing socio-cultural, historical, and political context of Japan, this class will attempt to seek a better understanding of these and other issues related to the transgressive within and beyond the Japanese literary canon. No prior knowledge of Japanese is required for this course, although students with sufficient proficiency are welcome to refer to original sources.

Distributive: INT or LIT; WCult:NW

JAPN 61.08 - Popular Culture in Postwar Japan

A vague suspicion that Japan's ultimately disastrous war effort had been fueled by both the culture of the elite and the elites' view of culture meant that popular, or low-brow, media took on a new significance in the burnt-out ruins of Japan in the late 1940s. This course will explore the evolution of this vision for popular culture through the changing technologies of representation, from the manga (comic books), film, pulp fiction and popular music of the early postwar years through the animation, tv programming, and video games of present times. Topics to be addressed include the dynamics of high- and low-brow genres; the delineation of race, gender, and national identity in popular culture; the nature of culture in post-industrial consumer capitalism. No knowledge of the Japanese language required.

Distributive: LIT; WCult:NW

JAPN 62.01 - Body Politics in Japan: Beauty, Disfigurement, Corporeality

The body is a tangible, self-evident entity. Or is it? The premise of JAPN 62.01 is that the body is a political, ethical, sociocultural, and historical *phenomenon* deeply ingrained in our perceptions of self, other, and the world. This course is an endeavor to understand the politics of the body in premodern and modern Japan through a wide range of primary and secondary texts. In order to consider the multiple perspectives of the body across time, the readings are organized thematically, covering topics from physical beauty as virtue/vice, symbolic meanings of hair and clothing, aesthetics of the *Tale of Genji*, to disfigurement, disability, aging, race, among other things. This course is open to everyone and no knowledge of Japanese literature or language is required.

Distributive: LIT; WCult:NW

Asian and Middle Eastern Studies

AMES 21.10 - Mapping Korean Literature: World Literatures and National Contexts

This course provides students with a translational and transcultural view of modern and postmodern Korean literature through the

key texts by important Korean writers, as well as the Chinese, Japanese, and Western writers who influenced them. While reading short stories, poems, novels, and critical essays, we will consider the following questions: How can we rethink Korean literature and culture in a world perspective?; How can the recent turn toward "Global Korea" reshape our ways of approaching modern Korean literature? Topics will include the colonial modernity and negotiations of Korean identities; post-2010 independence and the role of arts in democratic change; economic growth, transnational aspirations, and literature in the spirit of global citizenship.

Distributive: LIT; WCult:NW

AMES 21.11 - Arts and Culture of Korea's Last Dynasty

This course provides an introduction to the arts and culture of the Joseon dynasty (1392-1910), which was founded on Confucianism. We will examine Confucian philosophy and how Confucian ideas shaped the social hierarchy, gender roles, and aesthetic values through exploration of the architecture of royal palaces and aristocratic houses, paintings both sacred and secular, ceramics, textiles and other crafts. Use of colors, symbolic motifs, and stories in the arts and cultures will be investigated. Understanding Korea's final 500-year dynasty will deepen students' comprehension of contemporary Korean culture as it manifests the legacy of Joseon Korea.

Distributive: INT or ART; WCult:NW

AMES 41.06 - Reporting the Arab Spring

This course focuses on journalistic coverage of the "Arab Spring," subsequent regional developments, including foreign intervention, the collapse or reshaping of government authority, and the rise of ISIS and violent extremism in the Middle East and abroad. We also consider the role of Saudi Arabia, Iran, and their proxies in the ongoing conflicts. Readings are drawn from news reports, longform articles, and personal essays, and will be supplemented by documentary films.

Distributive: INT or SOC; WCult:NW

AMES 41.07 - 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: TMV; WCult:CI

AMES 41.08 - Israeli Society- Structure, Institutions, Identities and Dynamics

The goal of this course is to study Israeli society from a sociological perspective. The course analyzes the economic, political and social factors that shaped Israeli society from its inception, its historical transformation at the structural and institutional levels, and in the changing relations among different social groups. This course examines the establishment of the state, absorption of immigrants, ethnicity, messianic politics, Palestinian uprisings, peace process, and redefinitions of nationalism.

Distributive: SOC; WCult:CI

AMES 41.09 - Sociology of the Israeli-Palestinian Conflict

The course aims to comprehend Israeli-Palestinian relations from the first moments of Zionist-Palestinian encounter. It presents different approaches to the interpretation of these relations, the beginning of the conflict before the establishment of the Jewish State, and its further developments. The course will enter key debates on military-society relations, Jewish democracy, economic relations, and the failure of the peace process, ending with a discussion of options for the future.

Distributive: SOC

AMES 41.10 - 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: ART; WCult:NW

AMES 41.11 - Jews and Arabs in Israel-Palestine: Past and Present

The course will cover more than hundred years of struggle between the Jewish national movement, aka the Zionist movement, and the Arab-Palestinian national movement, through exploration of the belief systems, political and military practices, perceptions of justice, and narratives of both movements and of political and religious factions within each of them.

Distributive: SOC; WCult:CI

AMES 41.12 - Christians, Jews, and Muslims in the Age of the Crusades

This course will focus on the interactions of the three major religious communities of the medieval Mediterranean—Christians, Jewish, and Muslim—beginning with the First Crusade in 1096 and ending with the arrival of the Black Death in 1347. By examining topics such as pilgrimage, crusade, and jihad, the status of minority communities, and intellectual life, we will explore how Christians, Jews, and Muslims clashed, cooperated, influenced, and misunderstood each other. Open to all classes.

Distributive: TMV; WCult:W

AMES 42.11 - Food and Religion in South Asia: The Raw, the Cooked, and the Leftovers

Food—what people consume, share, offer their gods, and cast off—commands intense attention in South Asian religions. It's one way Hindus define themselves in relation to others (including other Hindus). It's coded with values like purity and pollution, subtlety and grossness. And it embodies histories, not only of migration, trade, and colonialism but also of ethicized actions—karmas. In India, “you are what you eat” has been a truism for thousands of years.

Distributive: TMV; WCult:NW

AMES 42.12 - Music and Dance of North India

This experimental interdisciplinary course explores traditional North Indian (Hindustani) music and dance as both an artistic practice and a cultural system. Course work combines regular group lessons on the tabla—the principal percussion instrument in the performance of Hindustani raga—with weekly reading, listening, and viewing assignments focusing on Indian music theory, history, and aesthetics. Visiting artists will demonstrate the central dance, instrumental, and vocal forms of Hindustani performing arts. No prior musical experience required.

Distributive: ART; WCult:NW

AMES 42.13 - Art and Industry: The Visual and Material Culture of South Asia, 1800 to present

This course examines the relationship between art and industry through the visual and material culture of South Asia from 1800 to the present. It begins with the fraught colonial discourse on the relationship between art and economy, and the fear that industrial production would destroy indigenous craft and design. This instigated a colonial system of education, and the creation of museums, that taught both the European ‘fine arts’ of painting and sculpture, and the Indian ‘applied arts’ of craft and design in practice and in objects. The course further focuses on specific media as physical and intellectual conduits in the economy. We will pay particular attention to the explosive effect of the technologies of print and photography in colonial control and nationalist agitation. We will also examine the materiality of textiles, clay, wood, metal, stone, and food in their production, exhibition display, and cultural and political context. The course will conclude with contemporary artists’ consideration of craft and the formation of national museums. In parallel to the focus on visual and material objects, we will read selections from primary sources on art and industry, such as George C. Birdwood’s *Industrial Arts of India* (1880), *The Journal of Indian Art and Industry*, and Mahatma Gandhi’s *Hind Swaraj* (1909).

Distributive: INT or ART

AMES 43.10 - Disability, Disease, and Medicine in Japan and the Modern World

This course surveys the history of disability in light of new approaches through the history of science and medicine, social history, gender studies, and literary studies. Each week, we examine disability thematically—What is disability? Who are the disabled? Is disability a disease or not? In finding answers, we explore different theoretical frameworks and focus on contemporary Japanese society, but also consider case studies from Europe and the United States.

Distributive: INT or SOC; WCult:NW

Biological Sciences**BIOL 5 - Fundamental Applied Mathematics for the Sciences**

Mathematics is the language of science. However, mathematics preparation for most science students typically involves only the study of calculus at the university level. While many scientific problems involve calculus, two other areas of mathematics are equally (if not more) important: linear algebra and probability. For example, linear algebra is fundamental to stoichiometry and the conservation of matter in chemistry, hydrology and atmospheric dynamics in earth sciences, and cell growth and population dynamics in biology. Moreover, most features of the natural world are probabilistic and frequently best described by probability models, such as the firing of neurons in the brain or the timing of earthquakes. Both are also central to all problems in statistics. This course will explore the application of linear algebra and probability to problems across the sciences. We will cover the basics of solving linear algebra and probability problems as well as formulating simple models to describe and analyze natural phenomena from across the sciences.

Distributive: QDS

BIOL 11.08 - Animal Minds

Darwin claimed that other species share the same “mental powers” as humans, only to different degrees. This course will examine the evidence for Darwin’s claim, focusing on the evolutionary, neural, and molecular basis of animal cognition. We will ask how and why organisms behave as they do, exploring the ways in which evolution has adapted organisms’ information gathering, perception, learning ability, memory, and decision making to both their physical and social world. Key examples will be drawn from navigation, tool-use, communication, and cultural imitation. An overarching emphasis will be placed on the active process of scientific discovery, especially how strong inference and multiple competing hypotheses enable scientists to make discoveries.

Distributive: SCI

BIOL 33 - Comparative Neurobiology of Social Interactions

Because animals evolved from a common ancestor, they share not only features of their external morphology, but also aspects of their neurobiology. These components of the nervous system are conserved, modified, and co-opted into new tasks as species diverge. This course focuses specifically on the neurobiology of social interactions. It takes a comparative approach to assess when neural systems are conserved and when neural systems have converged in function in response to similar selective pressures. The course will be organized into modules that address five topic areas: mate choice, parental care, territoriality/aggression, communication/language, and group living. Specific examples will be drawn from a diversity of case studies including song learning in birds, communication in bees, and perception of emotion in humans.

Distributive: SCI

BIOL 68 - Advanced Animal Behavior

Behavioral sciences are extremely broad and the study of animal behavior requires an interdisciplinary approach that integrates psychology, ecology, evolutionary biology, neural science and the underpinnings of learning and memory science. We will draw on each of these fields as we explore topics ranging from signaling and cognition to mating behaviors and sexual selection to foraging and optimality theory. We will consider how proximate and ultimate causality structure behavior throughout the animal kingdom. Thus, the course will take an evolutionary approach to understand behavior in vertebrates and insects and other invertebrates; in fresh water and marine systems, and in terrestrial groups. **Students must complete an independent project and write a scientific paper. The project will include field and/or laboratory components and will involve generating and testing a novel hypothesis in one area of animal behavior. Each student will collect original data, perform the appropriate statistical tests, and write up an independent scientific paper.** No student may receive course credit for both BIOL 27 and BIOL 68. Offered in alternate years.

Distributive: SLA

BIOL 70 - Biologic Lessons of the Eye

The eye is unique. Unlike organs hidden deep within the body the transparent nature of the visual axis permits the direct observation of its living tissues without invasive surgery or imaging. Accordingly, the study of vision has yielded many far-reaching biologic insights which will be explored in this course. The course will conclude with a 10-14 day visit to Aravind Eye Hospital in Taminadu to present research and observe the delivery of eye care in India.

BIOL 72 - Foundations of Epidemiology I

Epidemiology is the science of studying and understanding the patterns of disease occurrence in human populations with the ultimate goal of preventing human disease. This course is the first in a two-part sequence that aims to build mastery of fundamental epidemiological theory and methods for research. Topics will include introductions to population characteristics and disease frequencies, epidemiological study designs, measures of excess risk associated with specific exposures, and inferring causality in exposure-disease relationships.

Distributive: SCI

BIOL 73 - Foundations of Epidemiology II

Epidemiology is the science of studying and understanding the patterns of disease occurrence in human populations with the ultimate goal of preventing human disease. This course is the second in a two-part sequence. Building off of concepts covered in Foundations of Epidemiology I, it aims to develop an in-depth understanding of population characteristics and disease frequencies, epidemiological study designs, measures of excess risk associated with specific exposures, and inferring causality in exposure-disease relationships.

Distributive: SCI

Classics Classical Studies Greek Latin

CLST 10.04 - The Ancient Book: An Introduction to Paleography, Papyrology, Codicology, and Textual Criticism

Paleography is the study of ancient scripts, papyrology the study of scrolls, and codicology the study of ancient books. You'll get a hands-on introduction by making actual scrolls and codices. You'll also publish blog posts about your experiences and findings. Textual criticism is the art of trying to reconstruct the original text of ancient literary works. As a final project, students will use the skills of textual criticism to reconstruct a lost archetype.

Distributive: LIT; WCult:W

CLST 10.05 - Fictions of Sappho

Goddess of poetry, sexual predator, exotic holiday destination, lovelorn suicide, schoolmistress, parchment scrap: these are among the associations clustering around Sappho. From antiquity to the twenty-first century her poems and the legends about her life and loves have fascinated writers, artists and musicians as different as Queen Victoria, Willa Cather, Boccaccio, Jeanette Winterson, Ezra Pound, Gounod, and Ovid. We sample some of the twists and turns in this seemingly endless stream of fantasy and creative reappropriation.

Distributive: LIT; WCult:CI

CLST 11.11 - War Stories

This course surveys stories of deployment and return from antiquity to the present, to think about the genre of the war story, and especially the self-fashioning narratives of individuals who have witnessed the realities of war and return home. Texts include Homer, *Odyssey*; Remarque, *The Road Back*; Tim O'Brien, *The Things They Carried*; Kevin Powers, *The Yellow Birds*; Phil Klay, *Redeployment*. Secondary literature illustrates analytical perspectives on the war story as an historical artefact.

Distributive: INT or LIT; WCult:CI

CLST 11.12 - Did Roman Women Have a History?

In this course we explore the lives of Roman women first in terms of the larger institutional frameworks that structured and gave meaning to women's lives, either by inclusion (family, marriage) or exclusion (law, politics). From this basis we investigate the characterization and self-representation of women in literary texts: women as mothers and wives, women as political actors, women as priests and ritual participants. Selected readings of Roman literary and legal sources will be supplemented by evidence from Roman inscriptions, domestic architecture, sculpture and coinage. Open to all students.

Distributive: SOC; WCult:CI

CLST 12 - Topics in Classical Archaeology

Courses offered under this rubric explore specific facets of ancient Greek and Roman material culture, of the methodologies employed by classical archaeologists, and of the preservation and reception of Greek and Roman material culture. The subjects of these courses include, but are by no means limited to, Greek and Roman engineering technology, the archaeology of ancient Sparta, the demography of ancient Rome, and policies for managing cultural heritage.

Classics Classical Studies Greek Latin**GRK 30.05 - Mythology Seminar**

The mythological narratives of the Greeks and Romans can be studied at numerous different levels and by a variety of methods. In this seminar, we consider a series of myths that are of particularly evocative of cultural anxieties concerned with birth, death, and rebirth; gender and sexuality; and personal identity.

Distributive: LIT; WCult:W

LAT 26.01 - Seneca: Humorist and Critic

An important philosophical writer, Seneca was also a keen social critic and a ready wit. In the first half of this seminar, we read selections from his essays and letters chosen to highlight his satirical portrayal of Neronian Rome and his literary judgment of earlier authors including

Cicero, Vergil, and Ovid. In outside reading and during the class sessions, the group will also explore some points of entry into Seneca's philosophical commitments and gain an overview of his historical influence. During the second half we pursue individual interests within the realm of Seneca studies. Working from a list of possible topics, each class member takes up a specific issue in Seneca's philosophy, his literary milieu, or the reception of his works; studies library resources and a relevant passage in Latin; and guides the class for one day investigating that issue. This project then becomes the final paper.

Distributive: LIT; WCult:W

LAT 30.04 - Mythology Seminar

The mythological narratives of the Greeks and Romans can be studied at numerous different levels and by a variety of methods. In this seminar, we consider a series of myths that are of particularly evocative of cultural anxieties concerned with birth, death, and rebirth; gender and sexuality; and personal identity.

Distributive: LIT; WCult:W

Cognitive Science**COGS 1 - Introduction to Cognitive Science**

Cognitive Science aims to understand how the mind works by using tools and insights from a variety of fields including experimental psychology, computer science, linguistics, vision science, philosophy, anthropology, behavioral economics, and neuroscience. This course will introduce you to many of the major tools and theories from these areas as they relate to the study of the mind. We will tour mental processes such as perception, reasoning, memory, attention, imagery, language, intelligence, decision-making, and morality, and discover many strange and amazing properties of mind.

COGS 21 - Introduction to Computational Neuroscience

Your brain is composed of low-precision, slow, sparsely-connected computing elements, yet it outperforms any extant computer on tasks ranging from perception to planning. Computational Neuroscience has as its twin goals the scientific understanding of how brains compute thought, and the engineering capability to reconstruct the identified computations. Topics in the class included anatomical circuit design, physiological operating rules, evolutionary derivation, mathematical analyses, and emergent behavior, as well as development of applications from robotics to medicine.

Distributive: SCI

COGS 50 - Topics in Cognitive Science

This course is a mid-level topical course in Cognitive Science. Course offerings will touch on disciplines across

the cognitive sciences. Potential course subtitles may be Cognitive Development, Mental and Brain Representation, Evolution of Brain and Mind, to Rationality, Language and Culture, or Machine Models of Mind. Course offerings will change each term.

COGS 80 - Major Seminar in Cognitive Science

This seminar is required for majors. 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.

College Courses

COCO 16 - Audio-Vision: Film, Music, Sound

This interdisciplinary course explores the intersection of Film, Music and Sound, navigating alternatively through the history of film and music from both perspectives, proposing a dual approach to film and music, imaging and sound. The course alternates topics of cinema, music and sound and requires extensive viewing and listening, weekly readings and class discussions.

Topics ranging from sound experiments of the early avant-garde, through Visual Music, visual sound, audiovisual arts, experimental audiovisual installations and live arts practices will be studied along classic Hollywood, European and Asian films. Focusing on the connections between filmmakers, composers and artists, while tracing the evolution of audio-vision and its interconnections with music composition and sound innovation. The course structure is a double helix interconnected history of film and modern music from 1895 till today.

Distributive: ART

COCO 17 - Electronics for Musicians

From recording performances to synthesizing sounds, electronics permeate music making. This course introduces students to the technology behind music production. The course will cover analog electronics from microphone to speaker, digital electronics from the acquisition of sounds, their digital processing and their digital synthesis. Labs will situate electronics theory within the practice of music making. The course will conclude with students completing a project in the design of an electronic instrument of their choice.

Distributive: TLA

COCO 18 - Impact Design: The psychology and design of user experiences that engage, delight, and inform

In this experimental course we examine a new field, Impact Design. We focus on impact from the vantage point

of both the user who is being engaged, and the person/team designing the initiative that creates the impact. Students will learn how to combine core principles from human psychology with the tools of design thinking to create meaningful and engaging user experiences. Using techniques from storytelling, observational learning and visualization, students will learn how to create tools and present information in ways that maximize anticipation, engagement and the experience of delight that promotes learning and adoption.

Comparative Literature

COLT 10.15 - Women's Voices in East Asian Literature

This course introduces students to the major works by both canonical and lesser-known women writers in East Asia, with a focus on China, Japan, and Korea. Moving from the pre-modern to contemporary era, we will study the range of women's voices and experiences as reflected through poetry, fiction, diaries and epistles. We will pay special attention to whether their works support or defy literary, social, and cultural norms of their respective era. In addition to the primary texts, we will also read critical essays on women, gender, and sexuality in East Asia. Topics will include family, love, money, politics, and women's rights. All texts will be available in English translation.

Distributive: 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, Yeats, Rilke, Kafka, and Beckett.

Distributive: LIT; WCult:W

COLT 10.17 - Reading the Francophone World through Comics

Do we read comics differently from other genres? In this course, we will learn how to quite literally read comics (text + image), but also acquire the tools to interpret them using different critical approaches (psychoanalytical, feminist, post-colonial).

The artistic and creative impact of Francophone comics or bande dessinée (Hergé, Sfar) has raised the genre to a higher cultural status, in its deployment of new storytelling strategies (David B.) as well as its embrace of controversial subjects (Maroh).

Distributive: LIT; WCult:W

COLT 18.01 - Women's Literature and Technologies of Transmission from the Long Nineteenth Century to the Present

In this course, we will explore women's writing and different technologies that transmit those texts from the long nineteenth-century to the present. Our goal is to think about how these works—their genres, forms, circulation, and content—shape impressions of and access to women's writing. Our analyses will traverse a range of works and media from nineteenth-century poetry and serial novels to contemporary electronic editions.

Distributive: LIT; WCult:W

COLT 18.02 - The Humanist in the Computer: Making Digital (Con)Texts

This course introduces the emerging field of the Digital Humanities, a discipline and a set of practices that ask how computers reshape the way we study literature and art to better understand what it means to be human. For example, we will learn how to computationally “read” a very large collection of novels, publish electronic texts encoded in XML, write interactive essays in Twine or Inkle, and analyze electronic literature like e-poems and video games.

Distributive: LIT

COLT 18.03 - From the Typewriter to Virtual Reality: Modern Media Theory

The media theorist Friedrich Kittler famously declared, “Media determine our situation.” But what is a medium, and how can we understand its impact? Through analysis of foundational media-theoretical writings from the 20th and 21st centuries, this seminar will explore the relationship between modern media and fundamental cultural practices, ranging from the acoustic (gramophone, radio), to the visual (photography, film, virtual realities), to the tactile (typewriter, e-reader, touch screen). Topics will include the relationship between media technologies, perception, and communication; the interplay of mass media and art; and changing notions of reality. The seminar will emphasize the “German tradition” of media studies with its focus on technology and material media and put it in dialog with international developments (Manovich, McLuhan, Parikka, Virilio).

Distributive: Dist:ART; WCult:W

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: INT or LIT; WCult:CI

COLT 30 - Topics in Translation Studies

Courses under this rubric will explore an aspect of translation theory, often with a hands-on practical component. *They may be taken as a follow-on from COLT 19, but can also be taken independently.*

COLT 30.01 - Translating over Time

When we read “the Classics of world literature,” we very often read them in translation; and we very rarely think about the implications of doing so. In this course, we will consider the difficulty of translating not only between different languages and cultures, but also across time. Do we aim to make the text as accessible and familiar to modern readers as it might have been to its original audience? Do we aim to let modern readers feel the distance between themselves and the culture and language of the original? Do we aim primarily to respect the integrity of the text's linguistic, cultural and aesthetic choices, or do we aim primarily at “bringing it into the twenty-first century”? We will study different theoretical approaches to these questions and different renderings of old texts; we will interview experienced scholars and translators, from Dartmouth and elsewhere, who have translated from a variety of literary traditions. All students will try their hand at translating, in short exercises and a final project. Texts to be studied may include Beowulf; the Tale of Genji; selections from the Bible; Sophocles' *Antigone*; the Bhagavad Gita; and lyric poetry from various traditions. *Prerequisite: Fulfillment of the Dartmouth language requirement (in any language) or equivalent competence in at least one language other than English. The course may be taken as a follow-on to COLT 19, but can also be taken independently.*

Distributive: LIT

COLT 35.01 - The Arabian Nights East and West

An introduction to Arabo-Islamic culture through its most accessible and popular exponent, *One Thousand and One Nights*. The course will take this masterpiece of world literature as the focal point for a multidisciplinary literary study. It will cover the genesis of the text from Indian and Mediterranean antecedents, its Arabic recensions, its reception in the West, and its influence on European literature. The course will be taught in English in its entirety.

Distributive: INT or LIT; WCult:NW

COLT 42.01 - Prada, Chanel, Ferrari: History and Literature

Often described as a frivolous topic, fashion is at the center of this class that analyzes it as a cultural sign, as an industry, and an indicator of social change. The professors will use interdisciplinary tools borrowed from disciplines such as literature, film, art history, economics (ethics of production and consumption will also be examined,) history, sociology, and geography. The discussions will not only focus on European fashion, but also African, Middle-Eastern, and Asian design.

Distributive: INT or LIT; WCult:CI

COLT 42.02 - Trash Culture

Cheese, kitsch, camp, corn, trash – all of these terms refer to easily recognized objects and phenomena, yet the theorization of how and why these modes of labeling are so important and widespread in diverse cultures has rarely been undertaken. How do these concepts translate into different languages and literary/cultural traditions? How might they be presented in formal academic discourse? Which critical theories seem appropriate to the study of a body of artifacts ranging from the Parisian panoramas examined by Walter Benjamin, to kitsch art and camp spectacles, to the wrestlers and detergent brands of Barthes's *Mythologies*, to Lady Gaga, YouTube, and *American Idol*? The focus of this course will be upon the interactions between the production of "artworks" as commodities and the interpellation of individuals as subjects who purchase or adopt these works as integral parts of their social identities.

Distributive: LIT; WCult:W

COLT 51.03 - The African Political Novel

This course examines the relationship between politics and the novel in Africa. I have selected novels from different parts of Africa. We will approach the selected novels as instruments of political interest and products of political contexts. We will then proceed to put these novels in a triangular conversation with political theorists of Africa and the political philosophies of African leaders. Topics include democracy and governance, clientelism and patrimonialism, failed states, gender, and grassroots activism.

Distributive: LIT; WCult:NW

COLT 53.01 - Modern Arabic Literature in Translation: Narrating Tradition, Change and Identity

This course is an introduction to the modern Arabic narrative tradition through the close reading of a number of key texts by leading twentieth and twenty-first centuries Arab authors. It takes as its focus a critical examination of representations of identity and change in modern Arabic discourses. Blending lectures and class discussions, the course will also explore the ways in which literary forms

and narrative strategies tend to reinforce or contest normative power structures. Examination of motifs, literary styles, and assumptions pertaining to gender, sexuality, and class and socio-religious affiliation will also be undertaken.

The course will further examine the profound ways in which the colonial encounter has impacted (narratives of) identity with a particular emphasis on constructions of the Arab Self in relation to a Western "Other"

Readings for the course will be drawn from the works of Naguib Mahfouz (Egypt), Tayyib Salih (Sudan), Ghassan Kanafani (Palestine), Hanan Al Shaykh (Lebanon), Mohamed Berrada (Morocco), and others. The course will be taught in English.

Distributive: LIT; WCult:NW

COLT 57.08 - The Humanities and Human Rights

This course will focus on the deep connections between democracy and the role of the arts in the public sphere. Never has the public sphere been so challenged by the logic of an all-encompassing economic rationale. This course will cross disciplinary boundaries as we read literature with care and learn how to read literarily a wide array of theoretical and filmic texts. Our goal will be to travel from the theoretical to the particular and vice-versa, from the literary and filmic stories to the suprapersonal, to the wider polity and back to the personal, with texts that share a passion for change through recognizing our shared vulnerability and humanity, and bear witness to how the experience of crisis is also a gendered one.

Distributive: INT or ART; WCult:CI

COLT 64.03 - War Stories

This course surveys stories of deployment and return from antiquity to the present, to think about the genre of the war story, and especially the self-fashioning narratives of individuals who have witnessed the realities of war and return home. Texts include Homer, *Odyssey*; Remarque, *The Road Back*; Tim O'Brien, *The Things They Carried*; Kevin Powers, *The Yellow Birds*; Phil Klay, *Redeployment*. Secondary literature illustrates analytical perspectives on the war story as an historical artefact.

Distributive: INT or LIT; WCult:CI

COLT 67.06 - Fictions of Sappho

Goddess of poetry, sexual predator, exotic holiday destination, lovelorn suicide, schoolmistress, parchment scrap: these are among the associations clustering around Sappho. From antiquity to the twenty-first century her poems and the legends about her life and loves have fascinated writers, artists and musicians as different as Queen Victoria, Willa Cather, Boccaccio, Jeanette Winterson, Ezra Pound, Gounod, and Ovid. We sample

some of the twists and turns in this seemingly endless stream of fantasy and creative reappropriation.

Distributive: LIT; WCult:CI

Computer Science

COSC 11 - Foundations of Applied Computer Science

This course introduces core computational and mathematical techniques for data analysis and physical modeling, foundational to applications including computational biology, computer vision, graphics, machine learning, and robotics. The approaches covered include modeling and optimizing both linear and nonlinear systems, representing and computing with uncertainty, analyzing multi-dimensional data, and sampling from complex domains. The techniques are both grounded in mathematical principles and practically applied to problems from a broad range of areas.

Distributive: QDS

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: TAS

COSC 52 - Full-Stack Web Development

The Web is a powerful delivery tool for complex real-time applications. This is an introduction to full stack Web application development — the approach of integrating numerous techniques and technologies to build modern

Web applications. Topics include: static pages, Internet protocols, layout, markup, event-driven asynchronous programming, deployment, security, scalability, and user experience. Projects include building real-time Web applications with front-end UIs and server-side APIs.

Distributive: TAS

COSC 67 - Introduction to Human-Computer Interaction

This course provides the fundamentals of human-computer interaction, including human factors, usability, user-centered design, prototyping, and usability evaluation. Students will learn the skills and knowledge to identify users' needs and limitations through observations and interviews. They will experience rapid prototyping and will learn common HCI evaluation techniques, such as qualitative and quantitative methods, to evaluate their designs and implementations. Additionally, students will be exposed to the state-of-the-art research within HCI.

Distributive: TAS

COSC 69.09 - Mobile Sensing

Sensors embedded in phones and wearables are driving innovation in many new areas of computing, including, mobile health, quantified-self, and gaming. This topics course will study the last advance in wearables. We plan to discuss technical papers and develop mobile sensing applications.

Distributive: TAS

COSC 89.08 - Introduction to Human-Computer Interaction

This course provides the fundamentals of human-computer interaction, including identifying real-world needs of users, sketching & design, prototyping, as well as formal and informal evaluation techniques.

Distributive: TAS

COSC 89.09 - Visual Recognition

This course covers visual recognition, i.e., recognition methods applied to images, videos and other forms of visual data. It will focus predominantly (but not exclusively) on deep learning which over the last few years has emerged as one of the most prominent and successful approaches to tackle hard recognition problems. Deep learning is a special form of machine learning where rich data representations are simultaneously learned with the model, thus eliminating the need to engineer features by hand. This class is based on reading, presentation and discussion of recently published papers in this area. Students will also be required to propose and complete a term project in the area of visual recognition. There is no midterm or final exam. Prerequisites are COSC74/174 or COSC83/183. Enrollment is by instructor's permission.

Distributive: TAS

COSC 89.10 - Datascape - Objective and Subjective Cinematic Interpretations of Data

This course explores creative approaches to scientific data to enhance processes of scientific discovery. Working in artist-scientist teams, students will visually and sonically explore data, such as: Earth climate and environment; population and society; global financial markets; cells, genes, and neuroimaging; and astrophysics data. Drawing on techniques of sonic art, visual art, design, and cinema, each topic will be supported by weekly mentoring by visiting artists and scientists. Learning outcomes include programming for data analytics; design and visualization; composition and sonification; and cinematic methods.

Distributive: TAS

COSC 89.11 - Cognitive Computing with Watson

Building a computer program capable of answering questions with human-level competence has been one of the grand challenges of Artificial Intelligence. IBM's Watson system has achieved remarkable results. This class will explore the AI methods used in Watson. Topics include: natural language processing, knowledge representation, automated reasoning, machine learning, and information retrieval. Students will work in teams to develop applications that use Watson as a Cloud Service in some novel way. This class will be one of few in the world to use Watson, helping to shape the future of "Cognitive Computing."

In the spirit of a *capstone experience*, the class will focus on projects and group work that culminates in building a novel application for question answering. Student teams will benefit from drawing on experience from various other classes, including data mining, information retrieval, natural-language processing, mobile computing and entrepreneurship.

Understanding the strengths and limitations of current question-answering technology will be key to a successful application. We will read and discuss research publications on various aspects of the technology, primarily focused on the Watson system.

Distributive: TAS

COSC 89.12 - Advanced Topics in Machine Learning

This is an advanced research topic course for students that have already taken COCS74/174 or an equivalent machine learning class, giving in-depth coverage of currently active research areas in machine learning. The course will connect to open research questions in machine learning, giving startingpoints for futurework. Main topics include probabilistic graphical models, inference and learning, Markovchain MonteCarlo, deep networks, nonparametric and kernel methods, ndrelated application areas. The students will read and present recently published papers,

and write paper critiques. In addition, students will be required to propose and complete a term project. There is no midterm or final exam.

Distributive: TAS

COSC 89.13 - Robot Motion Planning

This is a small advanced seminar course in robotic motion planning. Topics to be covered include configuration space, forwards and inverse kinematics, differential kinematics, representations for motion planning, and classical planning algorithms including cell-decomposition and probabilistic methods.

Distributive: TAS

COSC 89.14 - Research Topics in Human-Computer Interaction

This is a topics course in Human-computer Interaction. The course is designed to introduce students to advanced HCI research methods and techniques, including observation, design, implementation, and evaluation. It will also expose students to state-of-the-art research topics in HCI, including interaction techniques, actuated interfaces, ubiquitous computing, context-aware computing, tangible interfaces, mobile interfaces, and wearable interfaces. This course involves a mix of lectures given by professor and students with a major focus on the discussion of selected papers from ACM SIGCHI or ACM UIST Conference Proceedings.

Distributive: TAS

Earth Sciences

EARS 19 - Habitable Planets

Is the Earth unique, or are there other planets in the universe which can support life? This question has been pondered for thousands of years, and humanity is now on the cusp of being able to answer this question. This course will examine the question of planetary habitability, focusing on the processes which made the Earth habitable, and the likelihood of finding other habitable planets in the universe. Topics to be covered include the creation of the elements, the formation of structure in the universe, planetary system formation, the habitability of Earth and other bodies in the solar system, the future habitability of Earth, and the prospects of finding habitable planets around other stars.

Distributive: SCI

Economics

ECON 15 - Political Economy of China

This course examines how politics, economics, and culture have shaped the modern Chinese economic policy. Course topics include the Mao era, the pathologies of socialism and central planning, and the post-Mao transition to the market. Special emphasis will be placed on how "capitalism with Chinese characteristics" affects innovation, entrepreneurship, and law. Students will be graded on class participation as well as original research.

Distributive: INT or SOC

ECON 16 - Political Economy of Regulation

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

Distributive: SOC

ECON 32 - Monetary Policy and the Macroeconomy

This course will examine the key elements of a monetary policy framework, investigate how monetary policy decisions influence financial conditions and macroeconomic outcomes, and consider the practical challenges of monetary policymaking in a global context. Basic methods in time-series econometrics will be used to analyze macro data, construct forecasts, and assess current monetary policy strategies. Students will work together in teams, each of which will collect and analyze information for a specific country and give a series of oral presentations to the class.

Distributive: SOC

Engineering Sciences

ENGS 11 - The Way Things Work: A Visual Introduction to Engineering

Students will explore and compare engineered solutions to challenges or problems in the world around them. They will sketch and build models to help them understand and communicate. After being exposed to some basic engineering principles they will be asked to further investigate specific challenges and possible engineering solutions. What is the problem or need?

What are some possible engineered solutions? What are the pros and cons of the different solutions? How could these solutions be improved? They will communicate their findings visually to the class, to the Thayer community, and beyond.

Distributive: TAS

ENGS 64 - Engineering Electromagnetics

Conceptual development, techniques and engineering applications in electrostatics, magnetostatics and magnetic induction; displacement current and Maxwell's equations; transmission line analysis; propagation, reflection, refraction and dispersion of electromagnetic waves.

Distributive: TAS

ENGS 85.04 - Hybrid Powertrain System Design

The course involves a term-long project designing components and subsystems for a hybrid powertrain system. With information sessions and interactive brainstorming meetings, the students will gain practical understanding of the iterative design process, including prototyping and testing. In the second part of the course, this knowledge will be sequentially applied to design components of three specific subsystems of the powertrain, viz. the engine power block, the transmission system, and the engine management system. The design process will incorporate constraints such as cost, manufacturability, and compatibility with other system components (mechanical, electrical, thermal, and fluid interactions).

Distributive: TAS

English

ENGL 51.02 - Shakespeare's King Lear and Macbeth: Text and Film

This course offers students the luxury of focusing exclusively on just two of Shakespeare's tragedies--*King Lear* and *Macbeth*--which constitute the final two of Shakespeare's most famous four tragedies. Over the past 10 years, there have been no fewer than three major films made of each play, the latest being the brand new *Macbeth*, starring Michael Fassbinder. That each play still invites yet another way of imagining the play suggests both the suspicion that maybe the play hasn't yet been done right, and simultaneously the sense that these two plays offer some kind of especially important statement for audiences in 2015. This class will focus on all such issues, textual and film production-oriented. There will be two papers and one final project.

Distributive: LIT; WCult:W

ENGL 52.02 - The Civil War in Literature

Surveys in American literature often omit the Civil War. Yet the war called forth a vast range of literary responses, in genres as diverse as poetry, popular song, novels, and other prose genres. This course will examine how literature depicts the war, and where the limits of that depiction lie. Readings include Walt Whitman's *Drum Taps*, Herman Melville's *Battle Pieces* and *Aspects of the War* (1866), Louisa May Alcott's "Hospital Sketches," Stephen Crane's *Red Badge of Courage*.

Distributive: LIT; WCult:W

ENGL 53.05 - Writing Dublin: On Saints, Sinners, and Rebels

Joyce famously asserted that should Dublin burn to the ground future planners and architects would be able to rebuild it perfectly through the blueprint of the city described in his novel *Ulysses*. In this course we will, via the close reading of its literature and its history, create our own distinct blueprint of Dublin, and attempt to write our own narratives of the city. We will study the ways in which literature contributes to a particular imagined cosmopolitan that is not only necessary to the vital life of the city but also to the cultural identity of its people. Some of the writers to be considered include: James Joyce, Sean O'Casey, Samuel Beckett, Flann O'Brien, Aiden Higgins, Brendan Behan, Patrick Kavanagh, Emma Donoghue, Claire Keegan, Roddy Doyle, Colm Tóibín, John Banville, Eavan Boland, Anne Hartigan, Kevin Barry, Bernard McLaverty, Patrick McGabe, Neil Jordan, Edna O'Brien, Sebastian Barry, Colum McCann, Eilís Ní Dhuibne and Anne Enright. Students planning to enroll in the Dublin FSP are especially encouraged to take this course; all students are welcome.

Distributive: LIT; WCult:W

ENGL 53.35 - From Diaspora Practices to Theory

What is an epic and how do its imaginary, cultural, and rhetorical impulses of displacement, unknown cartographies, madness, new identities, conceptual crossroads and translation lead to an eventual theorization of diaspora? The course has three inter-related goals: to study six examples of epic in the Black Diaspora moving from West Africa to the Anglo-Franco-Hispano-phone Caribbean; 2. to relate these texts to diaspora pathogen and food-ways, spiritual practices and converging African and New World histories; and 3. to consider diaspora and chaos theory.

Distributive: LIT; WCult:CI

ENGL 54.01 - Shakespeare Adaptations

What happens when movie writers and directors adapt Shakespeare's plays for the screen? How does an audience's awareness of a literary precedent influence reception? What kinds of adaptations do we value and

what role does their faithfulness to originals play? This course will look at twelve adaptations of major plays that most consider somewhat radical (e.g. *Chicken Rice War*; *Omkara*, *Ran*, *Forbidden Planet*, *Scotland, P.A.*) exploring the conceptual and cinematic strengths of the adaptations, as well as what their attempts to preserve or recast elements of Shakespeare's plays reveals about the energies of the originals. Each film should thus prove a site of discussion in its own right, as well as an interpretive text that both critiques and argues the merits of the source text. Students can expect to read seven plays and see at least two adaptations of each, writing short responses to each play and film on canvas. Course Group IV

Distributive: LIT; WCult:W

ENGL 54.02 - Arts of Laughter: Comedy and Criticism

What makes us laugh? Does laughter have the power to change the world? Can comedy transform society? These are only some of the questions that this course addresses. This course examines literary works, stand-up comedy, rom-coms and classic Hollywood comedy, and sit-com television (among other comedic forms) in order to consider the capacity for comedy to criticize the status quo and effect social change. It also investigates theoretical approaches to comedy and laughter, such as Sigmund Freud's psychoanalytic interpretation of jokes and Henri Bergson's philosophy of laughter, which ask why we laugh in the first place. Literary works and films may include Shakespeare's *Twelfth Night*, Samuel Beckett's *Waiting For Godot*, Charlie Chaplin's *Modern Times*, and Judd Apatow and Amy Schumer's *Trainwreck*. We will also discuss stand-up performances by the likes of Aziz Ansari, Louis C. K., and Margaret Cho; sit-com programs including *I Love Lucy*, *Blackish*, and *Fresh Off The Boat*; and skit shows such as *Saturday Night Live* and *Chappelle's Show*. Students will have the opportunity to not only write about comedy but also produce and perform comedy. *Enrollment limited to 30.*

Distributive: LIT; WCult:W

ENGL 55.05 - Book Arts Studio Seminar

A studio-based seminar in which students explore the relationship between text, image, and form through letterpress relief printing techniques and the creation of book structures. Lectures and readings will familiarize students with historic and contemporary literature on the book form. Students will study exemplars from the extensive holdings of Rauner Special Collections and the Sherman Art Library in historical hand press and contemporary artist books. Limited enrollment. Supplemental Course Fee.

Distributive: ART

ENGL 55.06 - Reading and Publishing the Literary Magazine

The course offers students instruction and opportunities in literary journal operations from the editorial process to defining and maintaining the journal and its agenda. Ethical questions of blind review and the diversity of contributors will also be discussed, as well as issues of promotion and social media and the use of other digital tools. Students will gain invaluable experience in publication systems, copy editing, professional communications, and marketing. Field trips to other campuses or events to meet with representatives of similar student-run publications will be a means of cultivating not only new ideas but also a developing sense in the students of professionalism and community. Enrollment is limited to 15.

Distributive: ART

ENGL 55.07 - The Arts of War

Walt Whitman said of the American Civil War: "the real war will never get in the books." This course will raise core questions about how war is remembered and represented through text, performance, and visual culture. Our questions will be anchored in concrete case studies but will also raise far-ranging philosophical, ethical, and historical questions that examine instances of war in relation to the aesthetics of war.

Distributive: INT or ART

ENGL 55.08 - Neuroscience and the Novel

Over the past few years it has been suggested that since the 1990s there has been a major shift in how novels represent characters and consciousness. This new type of novel has been called the "neuronovel." This course takes up questions at the intersection of psychology, neuroscience, and literary studies to explore this thesis. We'll read contemporary work by neurologists and psychologists (Damasio, Sacks, Gazzinga, Schacter) as well as their late-nineteenth and early-twentieth century precursors (Freud, James, Brentano, Beard) alongside a wide range of literature that allows us to think about the intersection of race, gender, and sexuality with the universalist claims of various scientific and pseudoscientific accounts of the self. Key literary texts include Shelley, McEwan, Lethem, James, Poe, Woolf, Roth, and Wright.

Distributive: LIT; WCult:W

ENGL 62.01 - British Fictions of Revolution

The year 1848 was, for most of Western Europe, a year of revolution. In England, one of the few countries to escape widespread violence, 1848 was a year of rampant publication. The texts published in the UK, ranging from Marx and Engels' *The Communist Manifesto* to Gothic novels and Pre-Raphaelite poems, do not always seem obviously radical or even similar to one another in theme

and mood. Are these texts in fact revolutionary? Are any of the texts politically or socially conservative, or do they represent conservative characters or perspectives? Do they take revolutionary forms or structures? To what extent are the texts participating in the same public sphere and historical moment? In responding to these questions, this colloquium will read literary texts (by Gaskell, Dickens, Emily Bronte, Christina Rossetti, Browning, and Tennyson) alongside artistic and political manifestos, popular political poetry, visual images, scientific and critical prose, and contemporary literary criticism (feminist, Marxist, psychoanalytic, poststructuralist). Students will work toward a substantial research project (12-15 pages) focused on a topic related to the course and of their choosing.

Distributive: LIT; WCult:W

ENGL 62.02 - The New Emily Dickinson: After the Digital Turn

This colloquium offers an in-depth study of the poetry of Emily Dickinson with a particular focus on how the tools of the digital humanities have renovated our views, including unsettling just what a Dickinson poem is. Since her death in 1886, rival editors have fought over Dickinson's canon, producing *their* versions of her poetry. Likewise, biographers have romanticized her life, characterizing her as "The Belle of Amherst," eccentric, reclusive and even a bit mad. This colloquium will introduce students to the "new" Dickinson that is emerging from the plethora of materialist, feminist, post-modernist, and cultural studies approaches. We will use digital archives to *reread* and *reconsider* Dickinson's work and life. Finally, we will study the year 1862, an immensely productive time for Dickinson and the height of the Civil War, also the focus of an annual daily blog I am preparing. For their final projects, students will examine one week of poetry in this tumultuous year, producing research that will be vetted for inclusion on the blog.

Distributive: LIT; WCult:W

ENGL 63.01 - Modern Jewish American Women Writers

This course will explore the literature of Jewish American women from the late nineteenth century to the present; topics for discussion will include feminism, sexuality, identity politics, activism, and literary transmission. Among the readings will be poetry, fiction, memoir, and essays by such writers as Lazarus, Antin, Yezierska, Stock, Stein, Olsen, Rukeyser, Paley, Ozick, Rich, Piercy, Levertov, Gluck, Goldstein, Wasserstein, Goodman, Klepfisz, Feinberg, Chernin. *Enrollment limited to 20.*

Distributive: LIT; WCult:CI

ENGL 63.02 - Toni Morrison

This course is an in-depth study of Toni Morrison's major fictional works. We will also read critical responses by and about the author. We will examine Morrison's earliest and arguably most foundational and influential works.

Required texts will include, *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, *Beloved*, *A Mercy*, and *Conversations with Toni Morrison*. Central to our exploration will be an analysis of Morrison's observation that "the past affects the present." Therefore, we will explore the social and historical factors that contribute to Morrison's artistic constructions. Some of the issues we will examine include, alternative constructions of female community and genealogy, and representations of race, class, nationhood, and identity.

Distributive: INT or LIT; WCult:CI

ENGL 63.03 - Fictions of Finance: For Love or Money

Love or money? It is difficult to decide which of these forces influences our lives more greatly. While money may not buy happiness, love seldom manages to put food on the table. This course examines literary texts, films, and other kinds of cultural objects in which romance and finance overlap and come into conflict. It examines the ways in which both finance (especially speculation) and literature believe in the reality of fiction. The course broadly considers the social ramifications of the financialization of daily life, drawing on anthropology, sociology, political economy, and cultural studies to thicken our understanding of what it means to live in a world where finance determines so much. Students will have the opportunity to design a project dealing with issues of financial literacy. Possible readings/viewings include: Theodore Dreiser's *The Financier*, Gary Shteyngart's *Super Sad True Love Story*, William Gibson's *Peripheral*, *The Big Short* (dir. Adam McKay), *The Wolf of Wall Street* (dir. Martin Scorsese), and Alissa Quart's *Monetized*.

Distributive: LIT; WCult:W

ENGL 63.04 - Arts Against Empire: Fictions of Revolution and Solidarity in the Americas

Anticolonial struggle and movements for social justice have always been accompanied by a range of cultural practices, including fiction, art, music, film, murals, theater, graffiti, and theory. This course explores that tradition of cultural activism, considering attempts to narrate revolutionary formation, imagine solidarity, and write decolonial theory. We will begin by examining revolutionary nationalist and anti-imperialist culture in the Americas—ranging from the memoirs of Che Guevara and Malcolm X to Nuyorican and Chicano Movement literature—in order to consider the formation of revolutionary subjects, and how 20th century ideas of revolution were raced and gendered. We will then consider how novelists, artists, photographers, filmmakers, and activists attempted to imagine solidarity with revolutionary

movements and suffering others in the Americas, from Central America solidarity photography to performance art in solidarity with Guantanamo Bay prisoners. We will pay special attention to the work of feminist and queer solidarity artists, writers, and performers. Finally, we will examine contemporary activist cultural projects, such as PanAmerican public art road trips and hashtag-activism. Students will have the opportunity to produce a creative or multimedia final project.

Distributive: INT or LIT; WCult:W

ENGL 64 - Junior Colloquia in Course Group IV

Limited to 20 students, these courses will vary in content. They are intended to introduce students to advanced research and prepare them for their senior seminars and honors theses. Coursework and instruction will build toward a substantial paper of 12-15 pages, of sustained inquiry and with a research component. Prerequisites: two completed major courses, or permission of the instructor. .

ENGL 65.01 - Walking

Students in this course will circle around a set of deceptively simple questions, all of them framed by an overarching question: What does it mean to walk? Should walking be regarded as a fundamental human activity or as a literary convention carried over into everyday life? Why has walking long been regarded as a vehicle for thought and discourse: a privileged mechanism of knowledge production? Is there a difference between a country walk and a city walk? What is the relationship between walking and time, walking and place? Why should walking have emerged, in certain works of contemporary literature, as a principled rejection of mechanization, modernity, and the capitalist mode of production? And what does walking mean for those who cannot walk? To address these questions, students will read texts by such practitioners and theorists of walking as Thoreau, Walter Benjamin, W. G. Sebald, Rebecca Solnit, Simon Armitage, Robert MacFarlane, Geoff Nicholson, and others. Students will also use their own walks as opportunities for composing works of critical self-reflection, observation, and world-making.

Distributive: LIT; WCult:W

ENGL 71.01 - Celtic Fringes: Medieval English Literature in Dialogue with Irish, Welsh, and Breton Traditions

From Arthur and Merlin to prophecy, poetry, and song, the literatures of medieval England drew heavily on the lively, imaginative, and sophisticated traditions of their Celtic neighbors, their musical styles and the particular aesthetic they brought to their poetry and narrative. In this course we will study some pairings of connected Celtic and English/Anglo-Norman texts, as well as contemporary writing about the Celtic connection. The politics of these

exchanges are not easy. There were wars and border skirmishes; the Norman and Angevin kings of England sought to subdue the Celtic kingdoms and extend their political influence by diplomacy, coercion and conquest, creating a dynamic that is in some ways parallel to, but also interestingly different from a modern Colonial/Postcolonial situation. Readings may include early Arthurian material; *Diarmaid and Grainne* and the Anglo-French Tristan romances; Geoffrey of Monmouth's *Life of Merlin* and Merlinesque prophecies; the Welsh *Mabinogi*; lais by Marie de France and other writers; the borderland romance "Fulk Fitz Warren"; the anecdotes, satires and short romances of Walter Map; Gerald of Wales's ethnographic descriptions/ travelogues of Wales and Ireland. All non-English texts will be read in translation, although students with some knowledge of French, Latin, or a Celtic language may wish to explore some readings in the original. Enrollment limited to 12.

Distributive: LIT; WCult:W

ENGL 73.01 - In the Image: Photography, Writing, and the Documentary Turn

In 1942, the literary critic Alfred Kazin dismissed the documentary movement of the 1930s as a "sub-literature," a "vast granary of facts" from which poets and fiction writers might extract the raw material of true literature. Just a year before, though, James Agee and Walker Evans - a journalist and photographer -- had published *Let Us Now Praise Famous Men*, a vast book, indeed, sprawling in its feverish devotion to the experimentation Agee and Evans believed necessary to even come close to telling a true story. Agee and Evans wanted it to be an object as much as a book, a challenge to literary culture; whatever it was, it wasn't "sub" anything. In this course we'll use the question of just what Agee's and Evan's combination of pictures and words might be as the heart of our exploration of the documentary sphere as encountered through the conjunction of text and image. In the first half of the course, we'll be guided by critical thinkers as we look at creative works and write our own critical essays; in the second, we'll be guided by creative work as we attempt our own even while we continue our conversations with more contemporary critical thinkers. Besides Agee and Evans, we'll be encountering among others, photographers Robert Frank, Sally Mann, Stephen Shore, Helen Levitt, Wendy Ewald, Teju Cole, Jean Mohr, Tanja Hollander, and Roy DeCarava; literary journalists Leslie Jamison, Michael Lesy, John Jeremiah Sullivan, John Berger, and Charles Bowden; critics Susan Sontag, Roland Barthes, John Szarkowski, Jerry Thompson, Susie Linfield, Jeff Allred, and bell hooks; and poets Claudia Rankine, Marianne Moore, Langston Hughes, Donald Justice, and Kevin Young.

Distributive: LIT; WCult:W

ENGL 74.01 - Reading Freud

Why read Freud? Many of his most famous ideas (the Oedipus Complex, for example) have been discredited, disparaged, devalued, decried. So why read Freud? Using that question — a question that, in its very persistence, already crystalizes all that is most troubling, provocative, and intriguing about the Freudian text — students in this class will read Freud for his enduring value as the inventor, in psychoanalysis, of one of modernity's most disturbing art forms, as an influential theorist of figuration and representation, as a fearless inquirer into the mysteries of gender and sexuality, and as a speculative thinker who continues to have a hold on our imagination precisely because he could never quite come to grips with all that had a hold on his imagination. Above all, we shall read Freud for what he has to teach us about the importance of risking failure and embarrassment, of remaining restless and uncertain in respect to one's own thinking, of finding oneself in over one's head. The texts we shall use to pursue this line of inquiry may or may not include any of the following: *Studies on Hysteria*, *The Interpretation of Dreams*, *Three Essays on Sexuality*, the case histories of Dora and the Wolf Man, *Papers on Metapsychology* and *on Technique*, *Introductory Lectures on Psychoanalysis*, *Beyond the Pleasure Principle*, *Inhibitions, Symptoms and Anxiety*, *Civilization and Its Discontents*, and essays such as "Project for a Scientific Psychology," "Screen Memories," "The Uncanny," "The Moses of Michelangelo," "On Narcissism," "Two Principles of Mental Functioning," "A Child Is Being Beaten," "The Economic Problem of Masochism," "Constructions in Analysis," "Analysis Terminal and Interminable," and "Humor."

Distributive: LIT; WCult:W

ENGL 74.02 - Understanding Biopolitics

Biopolitics, loosely defined as the reciprocal incorporation of politics and life, describes not merely the dominant form that politics takes today but also, arguably, the form that politics has always taken. Healthcare, reproduction, immigration, security, racialization, risk management, emotional wellbeing, property and the common: There is no aspect of embodied existence that has not been affected, if not created (or at least grasped), by biopolitics. Nevertheless, the concept of biopolitics itself, introduced into the critical lexicon by Foucault and still subject to revision and working-through, remains far from settled. Accordingly, students in this seminar will read foundational texts of the burgeoning biopolitical canon — texts by Foucault, Arendt, Agamben, Esposito, Hardt and Negri, to name but a few — as a way of understanding biopolitics not as the basis for a new epistemology but as the term we accord a set of predicaments that emerge at the point where politics and life intercept one another. To facilitate that understanding, students will rely on the texts collected in *Biopolitics: A Reader*, supplemented by

Esposito's *Terms of the Political* and Melinda Cooper's *Life as Surplus*. For their final paper, students will have the option of writing either an essay assessing the treatment of a biopolitical predicament across a range of texts or a biopolitical case study.

Distributive: LIT; WCult:CI

ENGL 74.03 - On Cruelty

What is cruelty? How can we understand the relation between cruelty and other forms of violence, such as sadism, masochism, and terrorism, all of which straddle the difficult boundary between pleasure and displeasure, enjoyment and pain. In this course, we will explore the concept of cruelty through a study of literary, filmic, psychoanalytic, and philosophical texts. We will also interrogate how appeals to cruelty underwrite various rights discourses, including debates on the death penalty, human and animal rights, and various international treaties that put a limit on the violence of war. Authors will include: Marquis de Sade, Antonin Artaud, Richard von Krafft-Ebing, Sigmund Freud, Jacques Lacan, Jacques Derrida, Gilles Deleuze and Felix Guattari. Films might include: *Salo, or the 120 Days of Sodom* (Dir. Pasolini), *The Piano Teacher* (Dir. Haneke), and *Antichrist* (Dir. von Trier).

Distributive: INT or LIT; WCult:W

Film and Media Studies

FILM 41.12 - Screwball Comedy

This course examines the rise of the classic Hollywood screwball comedy, 1934-1944, and its enduring impact. Occasionally thought of as “a sex comedy without sex,” the screwball comedy blends slapstick, farce, and lunacy with sophisticated, rapid-fire dialogue and abundant wit. Starting with the early entries like *It Happened One Night* (1934) and *My Man Godfrey* (1936), the course includes such classics as *His Girl Friday* (1940), *Ball of Fire* (1940), and *The Lady Eve* (1941). Screenings are accompanied by primary and secondary texts that focus on the wide-ranging meanings that the genre has held over time in literature, film history, and theory.

Distributive: ART; WCult:W

FILM 42.13 - Global Documentary and Transnational Cinema

Since the Lumière Brothers first began dispatching camera operators around the world to shoot actualité films over a century ago, documentary film and video have played a major historical role in constructing and mediating popular understandings of the global. This course considers that history, from its origins in ethnographic documentary to contemporary IMAX films and YouTube videos. In assessing the wider implications of documentary's relation

to the global, selected transnational fiction films will also be screened and discussed.

Distributive: INT or ART

FILM 44.01 - Handmade Cinema

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

Distributive: ART

FILM 44.02 - Cut and Paste Cinema

Using principles of both animation and editing, this course will explore the results of combination in cut and paste cinema in conjunction with the history of collage--from classic uses in painting, photomontage, architecture, and literature to contemporary functions via mash-ups, samples, and digital manipulation. Through producing projects, screening films, and discussing readings, we will explore the varying possibilities of forming new meanings via the pairing of found elements.

Distributive: ART

FILM 46.06 - Topics in Television: Cop TV

Police shows have been important part of broadcasting in the US since before the beginning of television. This course explores how police shows have evolved over the last seven decades; the changing representations of police and procedures; the use of the genre to deal with “social problems”; fiction versus non-fiction programs; how these programs reflect real world controversies involving police; how the development of this genre reflects changes in the history of broadcasting. Throughout we will look at films that influenced the style and content of these programs.

Distributive: WCult:W

FILM 47.21 - Visualizing American Cities, Creating Modern Identities

From silent films to *Mad Men*, the American city has been the site through which “modern” identities have been imagined and created. This course draws on Cultural Geography and Film and Media Studies in order to interrogate this development. Through a variety of readings and screenings of films and TV shows, we will be examining American downtowns, suburbs, and homes as sites for the construction of classed, racialized, sexualized and gendered identities in three different time periods: the

early 20th century, the post WWII era, and the contemporary period. We will interrogate such topics as: the real and imagined role of “shopping” women and gender in the shaping of modern downtowns; the relationship between the American suburb, new sexual identities and the film *Pillow Talk*; and how a particular nostalgia for the past that has led to the popularity of such shows as *Mad Men* can also be seen on the streets of Hanover (neo-traditional urbanism).

Distributive: SOC; WCult:CI

FILM 50.01 - Cinematic Mirrors: Reflexivity and Authorship in Global Film History

This course investigates a trend in modernist and postmodernist cinema of reflexive films or *metafilms*: films foregrounding the medium through themes, techniques, style, and formal methods that call attention to the artificiality of cinema. How authorship and the concept of the “auteur” affects production and reception of these films, how different national and political contexts impact their production, and how compatible metafilms are with mainstream commercial practice, are among the questions explored in the course.

Distributive: INT or ART

FILM 50.02 - Race, Media, Celebrity

How is fame understood through racial difference? This course explores the dynamic terrain of contemporary celebrity culture as it intersects with race. Looking across a range of media formats (music, television, and digital media) we will examine the construction of black celebrity from Barack Obama to Beyonce. We will engage with the aesthetics and politics of black celebrity visibility, paying close attention to issues of gender, sexuality, and class. Topics considered include celebrity performance, scandal, and fandom in U.S. public and popular culture.

Distributive: ART; WCult:CI

French and Italian Languages and Literatures

FREN 10.15 - Literature and Images

Novels, tales and poems create images that enter our collective memory and link the text to its visual representation. We will explore connections between text and image in works from the sixteenth through the twenty-first centuries: engravings, paintings, photography, film and television have been inspired by, and in turn acted as inspiration for, literature in a variety of genres. Authors and artists may include Rabelais and Doré, Watteau and Verlaine, Modiano and Cartier-Bresson.

FREN 10.16 - The Feeling of Love

An introduction to the origins of the feeling of love: French literature explained through love, from the Middle

Ages to the modern moment, in *Tristan et Iseut*, and in poems, plays, essays, short stories, and novels by Louise Labé, Montaigne, Du Bellay, Ronsard, Racine, Marivaux, Rousseau, Voltaire, Baudelaire, Rimbaud, Flaubert, Houellebecq.

FREN 45.04 - What is the Contemporary?

This course will examine how recent novels, films, and critical texts engage with the cultural and political climate of post-1980 France. Subjects of inquiry will include: postmodernism, minimalism, “post-exoticism,” nationalism, biopolitics, “spectrality,” terrorism and violence, gender and class. Works may include novels by Houellebecq, Echenoz, Toussaint, Salvayre, Ernaux, Darrieussecq, Volodine, Michon; films by Carax, Assayas, Haneke; critical readings by Agamben, Derrida, Ruffel, Viart, Millet, Jameson.

FREN 53.08 - Paris, philosophies de l'espace

Paris has been described in numerous disciplines and media: literature, philosophy, cinema, photography, painting, sociology, geography, etc. What usage schemes characterize the city? How are often conflicting identities generated when individuals seek to inhabit and negotiate the hierarchies of its neighborhoods? How do diverse thinkers, filmmakers, and photographers describe and represent the class, ethnic, and gender clashes that play out in urban space? In what ways do affective “investments” saturate Parisian streets, buildings, and businesses?

Distributive: LIT; WCult:CI

FREN 70.05 - Mystical and Earthly Love

In this course, we will focus on cultures of love across the modern Mediterranean Francophone world: Lebanon, Egypt, Algeria, Tunisia, Morocco. We will unravel the mystical and earthly underpinnings that subtend the politics and history of eros and emancipation. Readings by Assia Djébar, Habib Tengour, Abdelwahab Meddeb, Salah Stétié, Abdellah Taïa. Films by Gilo Pontecorvo, Moustapha Akkad, Assia Djébar, Mathieu Kassovitz, Abdellah Taïa, Nabil Ayouch.

FREN 75.02 - Toward a History of French Cinema

France gave birth to cinema in 1895. Since then, French cinema has influenced not only French society, but filmmakers around the world. In this course, we will explore silent masterpieces, New Wave film, and movies of the 21st century to examine the evolution of French film and its impact on French culture. Our analyses will include in-class film excerpts and a selection of movies that will be available to you on DVD or to stream.

FREN 80.03 - Men Behaving Badly: The Offending Sex in Literature and Music

Infamous men are often portrayed in works of art and literature as predatory and power hungry narcissists. From Don Juan's sexual predation, to Valmont's narcissism, the evils of men are, at once, the most reviled and the most seductive to artists and audiences alike. This course will explore the historical progression of "bad-boy" behavior through the literary and musical works of Berlioz, Molière, Laclos and others. We will study miscreants who single-mindedly pursue their destructive goals. By examining how literature and music represent misogyny, we will pay particular attention to what constitutes "bad" behavior, to what initiates such behavior, and to the moral and social implications of such behavior. At the same time, we will discuss how the "good" aesthetics of "bad" (the way in which aesthetic beauty) is made from the raw materials of social and psychological malefaction. These broader questions will help frame our thematic investigation of misbehavior, with discussions on vices such as rakishness, hubris, greed and narcissism. We will focus on how literary and musical genres portray these vices, and then take note of how vices attain an ambiguous meaning within the social and moral systems of these works.

FRIT 37.02 - History of Romance Languages

This course focuses on the internal history of three Romance languages—Italian, Spanish, and French—showing how they diverged from their common ancestor to become three separate languages today. Although we will pay some attention to social, cultural, political, and literary developments, the bulk of the course will cover changes in linguistic structure. We will trace the development of phonology, morphology, and lexicon from Vulgar Latin up through the present.

Distributive: QDS; WCult:W

ITAL 10.05 - L'invenzione del paesaggio: Spaces and Places in Italian Culture

This course explores various representations of spaces and places in Italian culture from Dante to the present. Readings and discussion focus on how Italian writers and visual artists, filmmakers and philosophers imagined and represented real and fictional landscapes, and how these representations reflect, critique, and animate Italian culture since the Middle Ages.

Distributive: LIT; WCult:W

Geography**GEOG 32 - The Physical City**

Cities are not only home to most of humanity, but also unique and varied physical environments. This course will introduce students to these environments and the

challenges of making them both livable and sustainable. It will cover three subject areas: 1) the biophysical features of cities, 2) environmental problems associated with urbanization, and 3) approaches to addressing these problems. In order to appreciate the geographic diversity of cities, the course will examine a wide range of urban environments across the world.

Distributive: SCI

GEOG 65 - Catastrophe and Human Survival

We are told that our lives are increasingly unstable and precarious—our futures, uncertain. In a vision of modern life defined by unexpected environmental disaster, broad-scale violent events, overpopulation, economic collapse, and global pandemic, catastrophe has come to mean a sudden rupture, a disastrous event with incomprehensible human costs—but also a kind of event that exceeds practical capacities to manipulate its occurrence. In other words, it is not only the historical memory of catastrophe that defines contemporary life, but also anxieties surrounding the next disaster that comes to preoccupy us.

Distributive: SOC

GEOG 80.04 - Visualizing American Cities, Creating "Modern" Identities

This course uses theories and methods of Cultural Geography and Film and Media Studies to study how the American city was shaped by and constituted through an increasingly mobile and enfranchised public since the beginning of the 20th century. In addition, this course examines the literal and figurative constructions of the suburb and home as alternatives to the city's public visibility, and how cultures marginalized by markers of race/ethnicity, class or sexuality negotiated public spaces.

GEOG 80.05 - 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: SOC; WCult:CI

German Studies

GERM 42.04 - From the Typewriter to Virtual Reality: Modern Media Theory

The media theorist Friedrich Kittler famously declared, "Media determine our situation." But what is a medium, and how can we understand its impact? Through analysis of foundational media-theoretical writings from the 20th and 21st centuries, this seminar will explore the relationship between modern media and fundamental cultural practices, ranging from the acoustic (gramophone, radio), to the visual (photography, film, virtual realities), to the tactile (typewriter, e-reader, touch screen). Topics will include the relationship between media technologies, perception, and communication; the interplay of mass media and art; and changing notions of reality. The seminar will emphasize the "German tradition" of media studies with its focus on technology and material media and put it in dialog with international developments (McLuhan, Baudrillard, Virilio, Parikka).

Distributive: ART; WCult:W

GERM 44.04 - Gems of German Prose Fiction from Goethe to the Present (in English translation)

This course explores highlights of the German narrative tradition within their historical, comparative, psychological, philosophical, and cultural contexts. Beginning with novels of the eighteenth and nineteenth centuries, and continuing up to the present day, it will focus on topics such as love, intimacy, body language, community, solitude and the importance of death. It will also treat the influence of political and cultural changes on the German novel's style and audience. It includes film adaptations.

Distributive: Dist:LIT; WCult:W

GERM 82.04 - Drawn to Life: The German Graphic Novel

Taught by a German graphic artist and writer, this seminar introduces and explores Germany's vibrant art-comics scene. It asks how today's German comics and graphic novels developed, what cultural and historical influences shaped them, and what issues they confront. It includes a wide selection of texts, discusses comics as an artistic medium, and develops strategies for reading their many genres. Conducted in German.

Distributive: LIT; WCult:W

Government

GOVT 19.05 - Machine Readings: Text Analysis in the Information Age

Library digitization has made millions of books, newspapers, and other printed materials accessible to the

public. In this course we will learn how to draw on computational resources to analyze a range of materials, including poetry, novels, newspaper articles, and personal diaries. We will explore debates about the representation of literary texts as "data" and consider the challenges "machine reading" poses for research in the humanities and how we think about what it means to read a text. Through case studies we will reflect critically on the history of the digital humanities (formerly known as humanities computing) and will gain practical experience in text analysis. - See more at: <http://govt.dartmouth.edu/undergraduate/courses/political-analysis#sthash.QGamSEBq.dpuf>

Distributive: LIT

GOVT 20.07 - Religion and World Politics

This course examines the relationship between religious and political change, focusing on Africa, the Middle East, South Asia, and Ireland. Within Africa, we will examine the development of a theology of racial separation, known as apartheid, and its opponents; as well as religious tensions in Nigeria, most notably the challenge of Boko Haram to the cohesion of the Nigerian state. Topics will include theories concerning the clash of civilizations, the rise of fundamentalist political movements, liberation theologies, religion and violence, the relationship of religions to the State, and the religious dimensions of political movements. We will also examine the way in which religious and political perspectives on such issues as gender, sexuality, race, and war reinforce or clash with one another in the public arena of national and/or regional debates.

Distributive: TMV

GOVT 30.04 - Political Misinformation and Conspiracy Theories

Why do people hold false or unsupported beliefs about politics and why are so 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: SOC

GOVT 30.09 - Law, Courts and Judges

This course explores fundamental questions about American law, courts, and judges. Do courts administer "Equal Justice Under the Law," as the Supreme Court's facade promises, or are cases determined by "what the judge ate for breakfast," as Judge Jerome Frank famously claimed? Are judges political? Can courts produce social change, or is law a conservative force? What incentives

shape the legal profession? Issues addressed range from civil rights to small claims courts and street harassment.

Distributive: TMV; WCult:W

GOVT 40.16 - Israel and Palestine: The Media as a Battlefield

The role of the media in violent conflict situations has become an increasing critical area of study and research over the past generation. The Israeli-Palestine conflict and the role of the media within the conflict will serve as the central focus of the course. Comparing current conflicts to previous wars- including wars such as Korea and Vietnam, Afghanistan, Bosnia, and Chechnya - we find that they are relatively limited in scope. Yet, while violent conflicts in almost every part of the world, including Asia, Africa, Europe (the Ukraine and Russia), most of the world's attention focuses on the Middle East.

Distributive: SOC; WCult:CI

GOVT 40.17 - Jerusalem: A Political History

Controversy surrounds the future of Jerusalem - and not just in our times. For more than 3,000 years, ever since Jerusalem first appeared on the stage of history as a Holy City and the City of the Kingdom, it has been enveloped in political and theological struggles. Countless battles and wars have been associated with Jerusalem, the city that is home to the three monotheistic religions.

Distributive: SOC; WCult:CI

GOVT 40.18 - Jews and Arabs in Palestine-Israel: Past and Present

The course will cover more than hundred years of struggle between the Jewish national movement, aka the Zionist movement, and the Arab-Palestinian national movement, through exploration of the belief systems, political and military practices, perceptions of justice, and narratives of both movements and of political and religious factions within each of them.

Distributive: SOC; WCult:CI

GOVT 49.06 - U.S. – Latin America Relations: The Dynamic of Foreign Policy Formulation

This course examines how different forms of collective identity—including class, race, ethnicity, indigeneity and gender—have shaped Latin American and Latino politics in the 20th and 21st centuries. We will focus on a range of cases in Latin America and the U.S. to address the following questions: In what ways does the state create and sustain certain categories of identity as the basis for political inclusion and exclusion? What explains changes in the political salience of certain categories of collective identity? Why do some identities become politically salient and others do not? How have forms of political representation changed over the past century? How does state policy affect the ability of groups to mobilize and

press for demands? How do organized groups affect state policy? What are the possibilities and limitations of identity-based mobilization?

Distributive: INT; WCult:W

GOVT 60.11 - Republicanism: An Alternative

This course will introduce students to republican political theory. Republicanism is often described as a theory of liberty, and one that contrasts usefully with liberalism. Our goal in this class will be to determine what it means to live in a 'republic,' comparing recent arguments made by neo-republicans like Quentin Skinner and Philip Pettit with the source material upon which they claim to be building. Topics will include: the meaning and importance of liberty relative to other political values, like justice and equality; how republican liberty might be institutionalized; the role played by civic virtue in sustaining free institutions; and 'private' forms of domination, e.g. sexual and family relationships.

GOVT 81.09 - Democracy in Age of Populism

After the Trump campaign, national electoral politics in the US may never be the same. How should we understand the populist movements currently capturing headlines across the democratic world? Populist movements do not challenge democratic ideology, but they do challenge key democratic institutions, among them political parties and limits on executive power. Do their dynamism and appeal suggest democratic decline or democratic renewal? Could democracy soon be history, or will it rebound from its current difficulties, as it has on many past occasions (e.g. in post-1945 Europe)? How have economic change, new technologies, cultural trends, shifts in the international system affected the putative ideational, social, and institutional foundations on which democratic government rests? Can democracy work in the absence of strong, stable parties? How can we think intelligently about democracy's recurrent crises and the enormous challenges of democratization?

Distributive: SOC; WCult:W

GOVT 83.01 - US Presidential Primaries

In this course, students will gain an in-depth understanding of United States presidential primaries, caucuses and the presidential nominating process. Students will learn how campaigns use data to target voters, the strategies behind scheduling primaries and caucuses, the impact of debates and campaign communication on primary and caucus outcomes, the history, structure and importance of the Iowa caucuses and the New Hampshire primary as well as how these events change candidate momentum. Students will also explore models that seek to predict presidential nominees long before the delegates are counted and the strategy behind selecting a vice presidential running mate. Students will study history and data as well as closely

analyze the 2016 presidential nominating process to learn how a presidential nominee is made.

GOVT 83.07 - Politics and Economics

This course has two basic objectives: (1) to give the student an overview of how politics and economics interact, and (2) to introduce the student to key theories that study this interaction. In this course, we will identify and analyze basic institutions and processes of the American political economy, showing how the more important economic and political institutions work and how they influence each other. Specifically, this course is designed to analyze different theories that argue for or against government intervention in the economy and to judge how the consequences of these theories and the policies that adopt them affect economic outcomes and the American political system. Because economic resources can be used to seek political power, and because political influence is often used to acquire or protect economic advantages, we will investigate whether capitalist and democratic political institutions are naturally compatible or fundamentally antagonistic to each other.

Distributive: SOC; WCult:W

GOVT 84.13 - Improving Democracy: Institutional Innovations and Experiments in Developing Nations

Representative Democracy is now practiced on most continents and in a wide variety of settings. Yet important challenges limit democratic processes in “new” or “developing” Democracies in Asia, Africa and beyond: elite influence or capture, lack of inclusiveness, citizen apathy, weak accountability, the (often poor) quality of representatives, lack of transparency etc..... In this class, we will assess these limitations and concretely review the efforts and innovations pushed by international institutions and international donors to attenuate these problems. That is, we will review strategies implemented to decentralize, to increase participatory processes, to increase citizen control of politicians, and to limit the influence of elites. In doing so, we will rely on existing studies and experiments in order to evaluate the extent to which these strategies have led to concrete improvements in the lives of the citizens of these countries, the objective being to expose students to the institutional engineering strategies designed by policy practitioners in international institutions and in the NGO sector.

GOVT 84.33 - Political Economy of the Middle East

In 2011, the Middle East was convulsed by revolutions. Some, like Syria, are still raging; others, as in Egypt, appear to be in remission. Yet other states, particularly most monarchies, seem to have proved immune. This course will help students understand why these revolutions erupted, why they did so in 2011, and why some states were transformed and others were not. We will rely on a political economy approach to these complex questions, exploring the interactions of the state, economy, society

and ideology — especially political Islam — that led to the upheavals of 2011 and have shaped the fate of countries since then. Along the way, the course will cover the relationship between economic growth and social outcomes; the governance of Middle Eastern states from the aftermath of colonial rule to the present; the powerful role of demographics in shaping both politics and economics; issues of human capital and food security; the role of gas and oil in regional politics and economics; models of development that have been embraced by regional states or imposed upon them, from state-led growth to the Washington Consensus; uneven patterns of intra-regional trade; the structure of civil society and the dynamics of popular mobilization; and of course the profound effects of war.

Distributive: SOC; WCult:NW

GOVT 84.34 - U.S. Policy in Africa and the Great Challenges Africa Faces in the Future

This course will provide an in-depth and comprehensive understanding of U.S. foreign policy toward Africa and how it has evolved over the past several decades. The course will also examine emerging political, economic and social trends in Africa that will impact the continent's future. The class will draw on scholarly texts, relating them as appropriate to current events and significant developments across Africa. At the end of the seminar, students should have a solid understanding of the most important issues and conflicts in Africa today, the emerging issues that could threaten Africa's future political stability and economic progress and the key drivers and components of U.S. foreign policy toward Africa. Students should also have a deeper understanding of the political, economic, and strategic significance of Africa's largest and most important states, as well as the significant drivers behind current Chinese, Turkish, Brazilian and Indian policies in Africa.

GOVT 85.24 - National Security Policy and Decision Making

This course will afford students the opportunity to experience the process of national security policy-making through role-play and intensive interaction mediated by faculty and visitors with extensive White House experience and direct involvement in significant strategic decisions.

The course will consist of two parts: The first introduces the students to the national security decision-making process that was instituted under the National Security Act of 1947 and explores its evolution and the varied roles that national security advisors have historically played. Students will also review the major strategic visions that have shaped US national security policy since 1945; untangle the roles and complex interaction of key branches of government, the media, interest groups, multilateral bodies, and non-governmental organizations.

The second part will be dedicated to three two-week modules that focus on events or challenges that necessitate National Security Council meetings at various levels in the “real world.” These issues will range from acute crises to chronic problems that might develop into a crisis in some plausible future. The first week of each module will be dedicated to a review and discussion of the literature relating to the specific module’s policy challenge. The second week will be dedicated to simulated NSC staff meetings or meetings of the Deputies or Principals Committee. Over the course of the seminar, students will rotate through the different roles, so that each participant understands how policymakers’ choices tend to be shaped by their institutional role.

GOVT 85.36 - How National Security is Made

For those interested in how national security policy gets made, the course focuses on the practical knowledge and skills necessary to create and manage policy to success. It will move from an initial policy proposal to government-wide acceptance, public announcement, Congressional approval and funding, and finally implementation. It will provide an understanding of the political, bureaucratic, and fiscal obstacles to national security policymaking as well as strategies and tactics to overcome those obstacles. Following the study of executive and legislative processes and the uses of intelligence and the media, it will look at a series of case studies on counter-terrorism, pandemics, immigration, drug trafficking, cybersecurity, and development and end with a crisis management exercise.

Distributive: INT or SOC

GOVT 86.05 - Utopia and Its Critics

Utopia is the repository of mankind’s highest moral, social, and political ideals. Yet, the utopian politics of the twentieth century, from Hitler’s “Thousand Year Reich” to the Soviet “Workers’ Paradise,” have caused many people to reject utopia as naïve and dangerous. Formerly, the problem was how to achieve utopia; now the problem is how to avoid utopia. In this course, we shall explore the great classic utopias, from Thomas More to Charlotte Perkins Gilman as well as the critique of utopia by Christian, Marxist, and Conservative thinkers. What is the role of utopia in the political imagination today?

Distributive: TMV

GOVT 86.31 - The Political Philosophy of Nietzsche

This course is an intensive study of Friedrich Nietzsche, a giant of the Western political tradition who claimed to break with everything that came before him. We will read a number of his most important works in their entirety with a view to determining whether or not he really did so, and what he proposed to leave in its place.

Distributive: TMV; WCult:CI

GOVT 86.32 - Tocqueville’s Democracy in America

Tocqueville’s *Democracy* is said by some to be the best book every written on American democracy. Yet few read it—that is to say, read it *all*, from front to back. Most, if they read it at all, content themselves with the few chapters that might be included in an anthology. Indeed, one might say that few today read books of any sort, especially big, serious, non-fiction books. This is a chance to read a book—an entire book, a big book, an important book... perhaps the most important book about politics that you will ever read.

The point of this course, in short, is to read Tocqueville’s book—and discuss it, and ultimately evaluate whether Tocqueville’s book is merely a reflection on Jacksonian America, or whether it is, in our estimation, a book on democracy as such. If it is a book on democracy as such, what does it suggest we have to hope for or to fear from the democratic age?

Distributive: TMV; WCult:W

History

HIST 8.04 - History of Sexuality in America

How have historical processes produced distinct sexual practices and identities over time? This course engages 300 years of a history that often evaded the historical record or was deliberately purged from it and asks how more traditional topics of U.S. historical inquiry—immigration, citizenship, economic organization, intellectual and artistic production, racialization, formal politics, law, religious practice—can yield new insights when sexual history is included as a legitimate dimension of analysis.

Distributive: SOC; WCult:W

HIST 90.01 - Topics in Digital History: U.S. History Through Census Data

This course focuses on using data from historical censuses (1850-2000) to examine U.S. history. We will discuss what the census tells us about the past, the role of the census in policy-making, and the history of the census. The course comprises four units: race, (im)migration, work, and family. For each, you will learn how to find, analyze, and visualize census data using R and how to write about quantitative historical analysis in a digital medium.

Distributive: SOC; WCult:W

HIST 90.02 - Disability, Disease, and Medicine in Japan and the Modern World

This course surveys the history of disability in light of new approaches through the history of science and medicine, social history, gender studies, and literary studies. Each week, we examine disability thematically—What is disability? Who are the disabled? Is disability a disease or not? In finding answers, we explore different theoretical

frameworks and focus on contemporary Japanese society, but also consider case studies from Europe and the United States.

Distributive: INT or SOC; WCult:NW

HIST 94.10 - Jews and Arabs in Israel-Palestine: Past and Present

This course aims to study the modern history of Jewish-Arab relations in Palestine/Eretz Israel, aka the Israeli-Palestinian conflict. This is not an easy task, if only because of the wide gap between the national narratives and the contradictory historical views of the conflicting. We will try to take advantage of the existence of these contradictions and gaps, in order to explore the very creation of national narratives, the belief systems and perceptions of justice of both parties, their self-images and the way they try to present themselves to international audiences.

Distributive: SOC; WCult:CI

HIST 94.11 - Jewish Views of Christianity

Historians know a great deal about anti-Semitism, but this course will reverse the gaze and examine Jewish views of Christianity. When and why did Judaism and Christianity divide? We will read ancient Jewish versions of the Gospels, medieval Jewish polemics, and Jewish appropriations of Christian imagery. We'll conclude with modern Jewish scholarship on Christian origins, as well as Jewish responses to Christianity in light of the Holocaust and the post-war efforts at ecumenical relations.

Distributive: INT or TMV; WCult:W

HIST 96.28 - America in the 1970s

Formerly dismissed as the decade when “it seemed like nothing happened,” the seventies are increasingly understood as a decisive period when a new political economy took shape, new forms of citizenship competed for influence, and new cultural forms emerged. Even disco has gotten a second look. By shedding light on a significant incident, movement, art form, cultural phenomenon, debate, organization, or development of the era, you will contribute to this ongoing project of historical reassessment.

Distributive: SOC; WCult:W

HIST 96.29 - Seminar: Debating Democracy in Nineteenth-Century America

This seminar examines the ideas and practices of American democracy at the moment of its emergence. After an initial couple weeks of defining terms and orienting ourselves in the larger context of modern democracy, our readings and discussions will consider such key issues as: expansions and contractions in voting rights; the role of public

opinion; the place of minorities in majoritarian government; the tensions between American democracy and American slavery; and the contested debates over the citizenship of women and African Americans.

Distributive: TMV; WCult:W

HIST 96.30 - American Empire and Development

This seminar examines the phenomenon of empire in the history of the United States' relations with the world. It focuses specifically on the ways in which American empire has intersected with the ideas and practices associated with the concept of *development*. While we will spend a little bit of time on the outset of the term on definitions of key concepts (What is empire? What is development?), the bulk of the course readings and discussions will focus on how U.S. empire and development were intertwined in particular places and times during the twentieth century.

Distributive: SOC; WCult:W

HIST 96.31 - The Crisis of the Late Middle Ages Reconsidered: Art, Artists, and Cultural Change

This seminar re-examines a famous period in European history through the lens of art. The “Late Medieval Crisis” conjures up images of Europe marked by decadence and decline, to be rejected or rejuvenated in the Renaissance and Reformation. Looking at cultural and intellectual changes expressed in the visual arts prompts a more nuanced approach, revealing the extraordinary fertility of thought and action in this time of transition.

Institute for Writing and Rhetoric

SPEE 26 - How New Media Shape Our Lives: Rhetoric, Theory, and Praxis

This course will investigate commonplace and emerging new media—social networking sites, online virtual worlds, transmedia, and others—through critical reflection on the ways these technologies are shaping and reshaping our lives. We will draw on rhetorical theory to help us understand and analyze these contexts. The course will engage you with new media via projects that invite you to participate in existing contexts, create new ones, and display and create knowledge through speeches and written work.

Distributive: ART

SPEE 37 - Health Communication

This course is designed to provide a broad introduction to human communication in a health-care context. We will examine basic medical models, the roles of health professionals, patients and caregivers, social and cultural issues, communication in health organizations, and the role of mass media. Emphasis will be on the social analysis of social support, ethics, organizational culture, planning

health promotion campaigns, cultural conceptions of health and illness, and social scientific theory.

Distributive: SOC

Jewish Studies

JWST 36.02 - Jewish Views of Christianity

What do Jews think of Christianity? The two religions took shape under each other's influence as well as in repudiation of one another's claims, but while we often hear about Christian anti-Judaism, we rarely learn about the other side of the story. This course will examine an ancient Jewish version of the Gospels, medieval Jewish polemics regarding Christian dogma, Christian influences on Jewish mysticism, modern Jewish scholarship on Christian origins, Jewish artistic representations of Christian symbols, and post-WWII Jewish efforts to create new and positive relations with Christians.

Distributive: INT or TMV; WCult:CI

JWST 40.02 - Israel and Palestine: The Media as a Battlefield

The role of the media in violent conflict situations has become an increasingly critical area of study and research over the past generation. The Israeli-Palestinian conflict and the role of the media within that conflict will serve as the central focus of this course. Comparing current conflicts to previous wars – including wars such as Korea and Vietnam, Afghanistan, Bosnia, and Chechnya – we find that they are relatively limited in scope. Yet, while violent conflicts in almost every part of the world, including Asia, Africa, Europe (the Ukraine and Russia), most of the world's attention focuses on the Middle East.

Distributive: SOC; WCult:CI

JWST 40.03 - Jerusalem: A Political History

Controversy surrounds the future of Jerusalem – and not just in our times. For more than 3,000 years, ever since Jerusalem first appeared on the stage of history as a Holy City and the City of the Kingdom, it has been enveloped in political and theological struggles. Countless battles and wars have been associated with Jerusalem, the city that is home to the three monotheistic religions.

Distributive: SOC; WCult:CI

JWST 40.04 - Jews and Arabs in Palestine-Israel: Past and Present

The course will cover more than hundred years of struggle between the Jewish national movement, aka the Zionist movement, and the Arab-Palestinian national movement, through exploration of the belief systems, political and military practices, perceptions of justice, and narratives of both movements and of political and religious factions within each of them.

Distributive: SOC; WCult:CI

Latin American Latino and Caribbean Studies

LACS 30.11 - There Won't Be a World Cup: Social Shifts in Contemporary Brazil

This class will be offered on campus, in English, and will explore social, political, and economic issues in contemporary Brazil. Since 2013, the climate in Brazilian society has become more and more tense due to a series of street protests and polarized public debates on race, class, political representation, democracy, religion, gender, sexuality, environmental protection and economic justice. Brazilian present scenario will be discussed in relation to historical and cultural contexts. Materials for the course will include films, documentaries, music, and a wide variety of readings (mainstream media, blogs, academic essays, official documents, fiction). Invited guests (scholars, activists, journalists, artists) will deliver lectures, in presentational or remote way. Franconi and Minchillo.

Distributive: SOC; WCult:NW

LACS 50.12 - Chronicling Mexico City: Journalism and Social Change

From the 1968 student revolts and the massacre at Tlatelolco to the 2014 gruesome Ayotzinapa student murders; from Subcomandante Marcos's 1994 caravan from the southern border of the nation to the city center; from the narco wars and contemporary snuff fiction; from the massive anti-MGO corn revolts staged by performance artist Jesusa Rodriguez, Mexico City has changed radically. Over the last four decades Mexico City, has been at the center of global politics anticipating, sometimes by decades, problems that would arise elsewhere. In response to these rapid changes, a new form blending journalism with fiction techniques emerged. This particular blend is called the chronicle –la crónica– and combines the urgency of daily journalism with the subjective effort of the journalist –el cronista– to break down stereotypes with the task of describing reality by denouncing social injustice and reductive categories that are limiting to the human experience. Carlos Monsiváis, a leading chronicler of the city, famously called this period in the city a transition from the “apocalyptic” to the “postapocalyptic.”

Distributive: SOC; WCult:NW

Linguistics

LING 11.10 - Languages of Africa

Africa: home to around 2000 of the world's 7000 languages, yet ask an average person on the street to name five African languages and they may be hard-pressed to do so. This course explores the languages of Africa from a historical, linguistic, and cultural standpoint, including the

migration and diffusion of different language groups across the continent, similarities and differences in linguistic structure between African languages, the amazing complexity of the Khoisan languages (best known for their use of clicks), the effects of colonialism on language, writing systems, and many other topics.

Distributive: SOC; WCult:NW

LING 50.04 - History of the Romance Languages

This course focuses on the internal history of three Romance languages—Italian, Spanish, and French—showing how they diverged from their common ancestor to become three separate languages today. Although we will pay some attention to social, cultural, political, and literary developments, the bulk of the course will cover changes in linguistic structure. We will trace the development of phonology, morphology, and lexicon from Vulgar Latin up through the present.

Distributive: QDS; WCult:W

Mathematics

MATH 5.04 - Fundamental Applied Mathematics for the Sciences

Mathematics is the language of science. However, mathematics preparation for most science students typically involves only the study of calculus at the university level. While many scientific problems involve calculus, two other areas of mathematics are equally (if not more) important: linear algebra and probability. For example, linear algebra is fundamental to stoichiometry and the conservation of matter in chemistry, hydrology and atmospheric dynamics in earth sciences, and cell growth and population dynamics in biology. Moreover, most features of the natural world are probabilistic and frequently best described by probability models, such as the firing of neurons in the brain or the timing of earthquakes. Both are also central to all problems in statistics. This course will explore the application of linear algebra and probability to problems across the sciences. We will cover the basics of solving linear algebra and probability problems as well as formulating simple models to describe and analyze natural phenomena from across the sciences.

Distributive: QDS

Music

MUS 3.01 - African-American Music

What is “African American music”? What is “black music”? What does African American music reveal about race, culture, and American society? And why has African American music, perhaps more than any other music, moved with such energy, crossing boundaries of nation, race, ethnicity, and been taken up with passion and

commitment by people in so many parts of the world? We address these and other core questions as they emerge from specific historic and ethnographic case studies, examining music in an interdisciplinary critical framework that attends to both its aesthetic, experiential, and political meanings. We investigate select African American musical genres in both the U.S. and in global contexts. The course is divided into four units on blues, jazz, rock and hip hop, focusing on themes of text and intertextuality, improvisation and dialogue, technology and sampling. In addition, we address these genres as they are taken up in other parts of the world. Case studies will include blues in the U.K. and Tibet, jazz in France and Japan, and hip hop in Burma and South Africa. Texts, performances, media, in-class workshops all form an integral part of this course.

Distributive: ART; WCult:CI

MUS 14.01 - Music, Mind, Invention

This course explores how the brain represents, learns, and reacts to music, covering musical ability, preference, reward, emotion, and creativity. Drawing from new results in neuroscience, music cognition, and music informatics, topics include: neural codes for pitch, rhythm, timbre, structure, and style; measuring musical performance, listening, and imagination with EEG and fMRI; brain-computer interfaces for music; and music composition and performance using biofeedback.

Distributive: TAS

MUS 14.02 - Datascares: Objective and Subjective Cinematic Interpretations of Data

Datascares: Objective and Subjective Cinematic Interpretations of Data. This course explores scientific data as a source for creative inspiration and artistic innovation. Students will explore data, such as: Earth climate and environment; population and society; global financial markets; cells and neuroimaging; and astrophysics data. Drawing on techniques of sonic art, visual art, design, and cinema, each topic will be supported by weekly mentoring by visiting artists. Learning outcomes include programming for data analytics; design and visualization; music composition and sonification; and cinematic methods.

Distributive: ART; WCult:W

MUS 14.03 - Electronics for Musicians

From public address systems to recording performances and the creation of synthetic sounds, electronic technology permeates the making of music in many ways. In this course we propose to familiarize students with the technology behind the production of music. The course will cover analog electronics from microphone to speaker, digital electronics from the acquisition of sounds, their digital processing and their digital synthesis. The course is suitable for music students who are interested in creating

custom music synthesis modules and audio effects processors. Students will learn through in-class exploration and through labs. The course will conclude with students completing a project of their choice demonstrating their mastery of the subject.

Distributive: TAS; WCult:W

MUS 16.02 - Music, Image, Media

This course offers broad perspectives into the theoretical, historical, and ideological dimensions of musical media and social life in the new millennium. Prominent themes include: new media's purported democratizing effects on the production, circulation, and consumption of sound; the changing roles, responsibilities, and relevance of musicians and media artists in the digital age; and the power of modern musical media to redraw the boundaries and social formations of human experience, ethics, memory, and identity writ large.

Distributive: ART; WCult:W

MUS 17.03 - Audio-Vision: Film, Music, and Sound

This interdisciplinary course explores the intersection of Film, Music and Sound, navigating alternatively through film and music from both perspectives, proposing a dual approach to the creation of film and music, imaging and sound. Topics ranging from classic Hollywood, European and Asian films will be studied along early sound experiments of the avant-garde, audiovisual arts, and contemporary experimental art practices. The course focuses on the connections between filmmakers, composers and artists, while tracing the evolution of audio-vision and its interconnections with music composition and sound creation. Students will be paired/grouped to create projects involving music and image.

Distributive: ART; WCult:NW

MUS 18 - Topics in Popular Music

Studies of popular music in social, political, historical, aesthetic, and/or ethical perspectives in Western and/or non-Western cultures.

Distributive: ART; WCult:W

MUS 18.01 - Pop Music: Past, Present, Future

This course explores the developments, meanings, and performances of pop music *across* Western art traditions. What was the pervasive “Gangnam Style” of Renaissance Europe? Was Joseph Haydn the grandfather of the rickroll? And how did the equivalent of “Single Ladies” go viral in the 1920s United States? Tackling these questions seriously enables students to understand pop's broader historical terrain, and to engage consequently in debates about artistic taste, accessibility, leisure, spreadability, appropriation, and innovation.

Distributive: ART; WCult:W

MUS 45.04 - Changing the World with Music

This course asks what we can do for music and what music can do for the world. Our research and discussions lead us not simply to concrete examples of music functioning as an agent of change, but furthermore to contested notions of what it even means (and takes) to claim that something—society, art, people, culture, values—has undergone notable transformation. How do we think and talk about change via discourses of reform, revolution, rehabilitation, activism, innovation, progress, and productivity? What are some distinguishing features of music and sound that might enable them to serve as flashpoints or vehicles for change? And how might you—in this class and beyond—engage with music and its technologies to fulfill causes most meaningful to you?

Distributive: ART; WCult:CI

MUS 45.05 - Polyphony

Drawing from the world's rich and diverse musical traditions, this course focuses on music and musical life in a particular geographic region or on a specific topic addressed from a cross-cultural and/or interdisciplinary perspective. In fall 2016, the focus is on polyphony--music composed or improvised by combining two or more distinct melodic lines. Examples will be drawn from contemporary and historical musical traditions of West Africa, Sardinia, Georgia, Tuva, and Western Europe. No prerequisite; no prior musical experience is required.

Distributive: ART; WCult:NW

MUS 45.06 - Music from the Lands of the Silk Road

Drawing from the world's rich and diverse musical traditions, this course focuses on music and musical life in a particular geographic region or on a specific topic addressed from a cross-cultural and/or interdisciplinary perspective. The focus of this particular topic is on music from the lands of the Silk Road--the network of trade routes that crisscrossed Eurasia, linking East Asia, South Asia, and Central Asia with Persia, the Middle East, and Europe. Examples will be drawn from contemporary musical traditions of Central Asia, Korea, Japan, China, Azerbaijan, and India. No prior musical experience is required.

Distributive: ART; WCult:NW

MUS 45.07 - Afropop!

How have African musicians created lively fusions of precolonial and western genres (including jazz, soul, and hip hop)? How have African musicians negotiated independence, democratization, and postcoloniality through their musical expressions? How have they used music to forge links with Africans in other nations and a

broader African diaspora? And how have African popular musics, and the musicians themselves, circulated in local and global contexts? In this course, we investigate a range of popular musics from the African continent, focusing in particular on music from Western and Southern Africa. Students will be introduced to diverse genres, from highlife to chimurenga to kwaito, and the methodological approaches of ethnomusicology. Each case study fits into four broad course themes: music and political dissent; music and diaspora; African music and the “World Music” industry; music and youth culture. Texts, performances, media, and in-class workshops all form an integral part of this course.

Distributive: ART; WCult:NW

MUS 50.11 - Chamber Music

Depending on enrollment and distribution of instruments, this laboratory may be broken down into several configurations, e.g., quartet, piano quintet, wind octet, string trio, etc. Repertoire focuses on chamber music from the eighteenth century through the first half of the twentieth.

Distributive: ART; WCult:W

MUS 50.12 - Chamber Music

Depending on enrollment and distribution of instruments, this laboratory may be broken down into several configurations, e.g., quartet, piano quintet, wind octet, string trio, etc. Repertoire focuses on chamber music from the eighteenth century through the first half of the twentieth.

Distributive: ART; WCult:W

MUS 50.13 - Chamber Music

Depending on enrollment and distribution of instruments, this laboratory may be broken down into several configurations, e.g., quartet, piano quintet, wind octet, string trio, etc. Repertoire focuses on chamber music from the eighteenth century through the first half of the twentieth.

Distributive: ART; WCult:W

MUS 50.21 - Contemporary Music

The contemporary music laboratory will read through and study works appropriate to the participants' skill level, and where possible, collaborate with Dartmouth's compositional community in informal performances of newly-composed works.

Distributive: ART; WCult:W

MUS 50.22 - Contemporary Music

The contemporary music laboratory will read through and study works appropriate to the participants' skill level, and where possible, collaborate with Dartmouth's

compositional community in informal performances of newly-composed works.

Distributive: ART; WCult:W

MUS 50.23 - Contemporary Music

The contemporary music laboratory will read through and study works appropriate to the participants' skill level, and where possible, collaborate with Dartmouth's compositional community in informal performances of newly-composed works.

Distributive: ART; WCult:W

MUS 50.31 - Jazz Improvisation

This course serves as a laboratory for students with some preparation in jazz to develop skills in composition, arranging, and performance. Ensemble configurations will be determined each term on the basis of enrollment.

Distributive: ART; WCult:W

MUS 50.32 - Jazz Improvisation

This course serves as a laboratory for students with some preparation in jazz to develop skills in composition, arranging, and performance. Ensemble configurations will be determined each term on the basis of enrollment.

Distributive: ART; WCult:W

MUS 50.33 - Jazz Improvisation

This course serves as a laboratory for students with some preparation in jazz to develop skills in composition, arranging, and performance. Ensemble configurations will be determined each term on the basis of enrollment.

Distributive: ART; WCult:W

Native American Studies Program

NAS 30.10 - Language, Landscape, and Identity in Native North America: The Voices of time immemorial

Course overview:

This course will explore the rich diversity of Native American languages in North America through ethnographic, linguistic, and literary texts and films. Students will be introduced to the global crisis known as language endangerment from a linguistics perspective to establish key concepts and concerns regarding language endangerment and language revitalization in contemporary indigenous communities. The students will also become familiar with language ideologies in a variety of Native American communities in North America to provide linguistic anthropological knowledge of community perspectives and responses to language endangerment. From there, the course will look closely at case studies that will explore concepts that include: (a) language and landscape from linguistic and anthropological perspectives;

(b) language and environment from linguistic, anthropological, and traditional ecological knowledge perspectives; (c) language and identity from a critical indigenous perspective; (d) language, stories, and “indigenous” literacy criticism; (e) emerging practices of language advocacy and activism; (f) prospects of language futures through creativity and interdisciplinary collaboration.

NAS 55 - The First President and the First Americans: The Indian World of George Washington

Much of the story we know about George Washington and the birth of the nation takes place in the East--Mount Vernon, Philadelphia, Yorktown-but Washington and the emerging nation also faced west, to Indian country. Washington's world and his life intersected constantly with Native America. He spent much of his life surveying and speculating in Indian lands. He got a crash course in Indian diplomacy at age twenty-one and his mishandling of Indian allies sparked the French and Indian War. He participated in two expeditions against Fort Duquesne (now Pittsburgh) and defended the Virginia frontier against Indian attacks. His break with Britain stemmed in large part from Crown policy that threatened his investments in Indian land. As commander of the Continental Army and then President of the United States, he dispatched armies into Indian country.

Distributive: SOC; WCult:NW

Philosophy

PHIL 1.12 - Philosophy and Tragedy

Since antiquity philosophers have concerned themselves with tragic drama and its world-view. Why is this powerful and peculiar art-form regarded as both a rival to philosophy and also a site of significant philosophical activity? What philosophical insights or ethical developments are made possible through the depiction of suffering and grief? How does tragedy impact our understanding of human agency and the place of fate and chance in human life? Authors considered may include Homer, Sophocles, Euripides, Plato, Aristotle, Shakespeare, Racine, Beuchner, Hegel, Schopenhauer, Nietzsche, Camus, Miller, Nussbaum, Williams.

Distributive: Dist:TMV

PHIL 12.01 - Medieval Philosophy of Language and Reality

Does language mirror reality? Are linguistic expressions reliable guides to truth? If not, why not? If so, how can we best approach the study of reality through language? Medieval philosophers make great strides in logic, semantics and metaphysics in their attempts to answer such questions. Topics considered in the course may include signification, the logic of predication, the nature and number of categories, analogy, substance and accident,

existence and essence, universals, and the status of relations.

Distributive: Dist:TMV; WCult:W

PHIL 16.02 - Kant on Moral, Legal, and Political Philosophy

According to Kant's influential account of morality, how an agent understands her own actions determines their moral status. An act that is innocuous in its external guise might be morally problematic because of its internal principle. Kant supplements this with an account of how we ought to relate to other persons in external respects. This “doctrine of right” offers a compelling alternative to more widely known political and legal philosophies. This class will provide a unified introduction to both parts of Kant's attempt to understand the normative implications of agency.

Distributive: TMV; WCult:W

PHIL 19.01 - History of 19th/20th Century Philosophy: Wittgenstein

An investigation of Ludwig Wittgenstein's philosophy, its sources, and its enduring significance. The main line of the course traces the logical atomism of his early years through his rejection of it as dogmatic and the subsequent development of his thoughts about meaning, mind, language games, and rule-following. Other topics might include his philosophy of mathematics, his remarks on color, or his aesthetics and value theory.

Distributive: TMV; WCult:W

PHIL 19.02 - Transcendental Philosophy in Husserl and Heidegger

Transcendental philosophy seeks to uncover conditions for the possibility of experience. This course will study the ways in which Husserl and Heidegger develop and refine Kant's transcendental project in the course of their phenomenological investigations, in part by broadening the range of human experience that is subject to philosophical scrutiny. Time will be one focus of the course, as we seek to reconstruct Heidegger's claim that different conceptions of time yield different understandings of what it is to be.

Distributive: TMV; WCult:W

PHIL 27 - Philosophy of Science

In this course students examine the history, practices, methods and assumptions of the natural and social sciences. Topics may include: the objects and methods of scientific inquiry; causation and explanation; the structure and function of laws and theories; the role of mathematics and models in science; scientific representation; induction and probability; scientific revolutions; the intersections of science and value; and the sociology of science.

Distributive: TMV

PHIL 31.06 - Free Will, Agency and Responsibility

What sorts of agents are we? Do we have free will? Are we ever truly the authors of our actions? Does science—whether physics or psychology or neuroscience—promise to give us the answers? What are the consequences for moral responsibility? The metaphysical, scientific and social dimensions of these classic questions in philosophy run deep through their history and are focal points of contemporary discussion.

Distributive: Dist:TMV

PHIL 50.23 - Virtue Ethics

Contemporary virtue ethics arises out of a long and illustrious history in which ethics focuses on moral character traits. Do virtues (e.g. honesty, courage) exist? If so, what are they? Are they dispositions grounded in nature, traits acquired by education and training, or some combination of both? How are virtues related to practical deliberation, action and emotions? How are virtues related to human flourishing? How promising is virtue ethics relative to other approaches in normative ethics?

Distributive: Dist:TMV

PHIL 50.24 - Moral Epistemology

Ethical disagreements range from the ethics of abortion to foundational questions about the basic structure of ethics (such as whether or not consequentialism is true). What is the significance of such disagreements for deciding what to believe in ethics? Do moral disagreements provide support for moral skepticism? How, if at all, can we make progress in ethical inquiry? Parallel questions, as they arise in other domains (e.g. mathematics, political philosophy, and epistemology itself) will be examined.

Distributive: Dist:TMV

PHIL 50.25 - Moral Sentimentalism

Sentimentalists believe that moral judgments are based on affective states—roughly, emotions—and that the institution of morality is in some sense a construction out of these states. What are the origins of moral approbation and disapprobation? Is there such a thing as a “moral sense”? What role does sympathy or empathy play in moral psychology? How are moral sentiments related to practical deliberation? Are moral judgments the product of reason or passion? How do complex moral attitudes evolve? What role do social forces play in shaping moral sentiments? Is there empirical evidence for or against sentimentalism? What are the implications of moral sentimentalism for non-cognitivist approaches to moral discourse? Readings will include both classic sentimentalist texts of the 18th Century—Shaftesbury, Hutcheson, Hume, and Smith—and their latter-day descendants.

Distributive: Dist:TMV

PHIL 80.18 - Beauty

Beauty is the preeminent aesthetic value, and plumbing its depths is one of philosophy's oldest occupations. Is beauty an objective feature of the world or merely "in the eye of the beholder"? How do we judge something to be beautiful? What is the relationship between beauty and pleasure? Can art be beautiful? Can nature? What is the relationship between beauty and other values, like justice and virtue? Readings may include Plato, Aristotle, Plotinus, Augustine, Shaftesbury, Hutcheson, Hume, Kant, Schiller, Hegel, Schopenhauer, Nietzsche, G. E. Moore, Iris Murdoch, Mary Mothersill, Arthur Danto, and Alexander Nehamas.

Distributive: TMV

PHIL 80.19 - Quine

W.V.O. Quine was one of the most influential and systematic philosophers of the 20th century. His insights have had deep and lasting effects on epistemology, philosophy of science, philosophy of language, metaphysics and philosophy of logic. In this class we will work through some of Quine's most influential papers and arguments, and will try to understand the underlying systematic commitments of his views.

Distributive: TMV

PHIL 80.20 - Controversies in Feminist Philosophy

This seminar explores controversies in contemporary feminist philosophy over such issues as pornography and prostitution, sexual coercion and consent, the social construction of gender, and the intersections of gender with race, class, sexual orientation, disability, and other group-based identities.

Distributive: Dist:TMV

Physics and Astronomy**ASTR 19 - Habitable Planets**

Is the Earth unique, or are there other planets in the universe which can support life? This question has been pondered for thousands of years, and humanity is now on the cusp of being able to answer this question. This course will examine the question of planetary habitability, focusing on the processes which made the Earth habitable, and the likelihood of finding other habitable planets in the universe. Topics to be covered include the creation of the elements, the formation of structure in the universe, planetary system formation, the habitability of Earth and other bodies in the solar system, the future habitability of Earth, and the prospects of finding habitable planets around other stars.

Distributive: SCI

PHYS 31.01 - Nonlinear Dynamics of Physical Systems

Most problems introduced in introductory physics course are based on linear systems; the simple harmonic oscillator is a prime example. This course will instead focus on the dynamics of systems that are instead explicitly non-linear, as are the vast majority of physical systems in the real world; examples from real life include self-oscillators such as the human heart, exotic electrical devices such as the superconducting Josephson junction, and complex, chaotic phenomena such as weather. We will focus on using graphical techniques for figuring out the behavior of differential equations without actually solving them, frequently using Mathematica as a tool for numerics and visualization. Students will also be introduced to the art of making good physical approximations.

Distributive: SCI

Psychological and Brain Sciences**PSYC 51.10 - Perceptual Learning and Skill Acquisition**

Sensory systems represent an essential interface between the organism and its environment. Throughout life the organism continuously interacts with stimuli, objects and environments and this interaction has a long-lasting effect on its central nervous system. The neuroscience of learning and memory attempts to explain how the nervous system adapts to new environments and learns through repeated practice. This course will introduce concepts in neuroscience required to understand the changes that occur in biological nervous systems when an organism is repeatedly exposed to a particular stimulus configuration.

PSYC 53.10 - Social and Affective Motivations in Decision-making

Why do we tip restaurant servers, cab drivers, and coffee baristas? Why does our grocery shopping behavior change when we are hungry? This course will explore the social and affective motivations that influence how we make everyday decisions from the diverse perspectives of psychology, economics, and neurobiology. This course will provide an introduction to how social psychological constructs and feelings can be modeled using tools from decision theory (e.g., value & uncertainty) and how these processes might be instantiated in the brain. Topics to be covered include other-regarding preferences (e.g., trust, reciprocity, fairness, and altruism), affective motivations (e.g., risk, dread, regret, and guilt), and social considerations (e.g., reputation, conformity, and social-comparison).

PSYC 53.11 - Comparative Neurobiology of Social Interaction

Because animals evolved from a common ancestor, they share not only features of their external morphology, but also aspects of their neurobiology. This course focuses specifically on the neurobiology of social interactions. It takes a comparative approach to assess when neural systems are conserved and when neural systems have converged in function in response to similar selective pressures. The course will be organized into modules that address five topic areas: mate choice, parental care, territoriality/aggression, communication/language, and group living. Examples will be drawn from case studies including song learning in birds, communication in bees, and perception of emotion in humans.

PSYC 54.05 - Neuromarketing and Consumer Neuroscience

How do measures of the brain and body map onto a brand marketer's return on a research investment? This course focuses on the history and topics related to the nascent, yet burgeoning, cross-disciplinary field of consumer neuroscience and new technological advances in marketing related to neuromarketing. The course will provide a unique vantage on the multiple academic and applied histories of the field, its ethical ramifications, along with general perspectives focusing on current practices and potential future directions, including the implications of predicting mass consumer behavior from small test samples. Students will have the opportunity to engage with some of the most notable academic and practitioners in the field and will participate in a capstone project of original research applying theory and utilizing psycho physiological tools applied in real-world neuromarketing research.

PSYC 54.06 - Living with Dementia

The purpose of the course is to learn about Alzheimer's disease and other forms of dementia, both didactically as well as from the perspective of the individual who suffers from the illness, and his or her care partner. In addition to classroom presentations, discussions, readings and reflection exercises, students will participate in a number of community dementia engagement programs, such as Memory Café, Perspectives, and The Recollections. Through this involvement, students will come to know and work with individuals with the disease and their accompanying family member(s).

PSYC 60 - Principles of Human Brain Mapping with fMRI

This course is designed to introduce students to the theoretical and practical issues involved in conducting functional magnetic resonance imaging (fMRI) experiments of cognitive and behaviorally-related brain activity. Participants will gain an understanding of the

physiological principles underlying the fMRI signal change, as well as the considerations for experimental design. The course will include firsthand exposure to the scanning environment and data collection procedures. Participants will be provided conceptual and hands-on experience with image processing and statistical analysis. At the completion of this course, it is expected that participants will be prepared to critique, design, and conduct fMRI studies; appreciate limitations and potentials of current fMRI methods and techniques; and better understand the broad range of expertise required in an fMRI research program. The course is designed to provide the participant with intensive, hands-on instruction. As a result, enrollment in the course will be limited to 15 students. Knowledge of MR physics, signal processing, or the UNIX/Linux operating system is not a prerequisite.

Distributive: TLA

PSYC 63 - Experimental Study of Social Behavior

This course deals with the ways in which social psychologists collect data to answer questions about motivation, social cognition, and interpersonal behavior. Theoretical issues and methodological problems are dealt with in class discussions, laboratories, and small group research projects on selected topics.

Distributive: SOC

PSYC 80.03 - Spatial Cognition and Navigation: A Neurobiological Perspective

Each year elephants in Chad, Africa migrate over hundreds of miles to different locations in order to obtain food and water resources. They migrate over a featureless plane, where there is little in the way of distal landmarks, such as mountains, that they can use as reference points to guide them. How do they do they perform this feat? Closer to home, perhaps you know someone who has a poor sense of direction – how can we assess directional ability and how does the brain compute the path required to accurately navigate to different familiar and novel destinations? What brain areas are involved in these calculations and how are these computations performed? These questions are addressed in this course on the neural basis of spatial navigation. Our focus will be on understanding the relationship between navigational abilities and the patterns of activity generated in the brain (hippocampal place cells, head direction cells, grid cells) as well as data from fMRI, virtual reality, and clinical studies in humans.

PSYC 81.03 - Neuroscience of Visual Consciousness

Neuroscience has learned a great deal about how neurons function, and Psychologists have learned a lot about the contents and processes of the mind. But we lack a deep understanding of the bridge that must link these two sides of the "mind-body" problem. We do not yet fully understand (1) how information is processed, transformed and communicated by neurons, (2) how consciousness can

be realized in physical neuronal activity, or (3) how mental events realized in physical brain events can be causal of subsequent mental and physical events. This course will focus on what is known about the neural code and the neural bases of consciousness, mental causation and free will and what is not yet understood. We will focus on reading original research articles and chapters from books that attempt to get at these deep and challenging conceptual and empirical issues. A particular focus will be the relationship of attentional processing to consciousness, and its neural bases. Students will be expected to write up critiques of readings, and present on topics of common interest.

PSYC 81.04 - Neural Basis of Human Imagination

The capacities that set humans apart in kind, not just in degree, from all other known animals include, in part, capacities and propensities for art, music, analogical reasoning, abstract thought, creativity, the spontaneous generation and use of symbols, the ability to reason abstractly about others and about events, as well as the ability to manipulate symbols recursively and syntactically. This course will explore the hypothesis that all these modes of human behavior and cognition share a common root cause in our brains. We will focus in particular on the human capacity to imagine. We can, for example, construct a representation of a thing, say an airplane, or an event, say a planned party, and then go about making real that which we imagined. How is this capacity to imagine and creatively plan realized in the brain? Where did it first appear in the human lineage? What is the relationship of imagining to other important capacities, such as attention, volition, consciousness, planning and executive control? The goal of this course is to try to answer such questions by reading empirical and theoretical papers and chapters that try to account for what it is that makes the human mind human, by looking at distinctive aspects of processing in the human brain.

PSYC 81.05 - Technology, Psychology, and Neuroscience

Technological advances have the ability to revolutionize how we study the brain, how we treat disabilities and disorders, and how we interact with the world on a day-to-day basis. This course will examine contemporary topics at the intersection of technology, psychology, and neuroscience. Students will gain expertise, present a seminar, and write a report on an approved topic of their choosing. Examples of potential topics include: the use of emerging technologies for therapeutic or clinical applications (such as virtual reality therapy, artificial retinas, and human exoskeletons); technological advances that are changing how we study the brain (such as optogenetics, transcranial direct current stimulation, and functional magnetic resonance imaging); and the psychology of our interaction with new technologies (such as the internet, social media, and mobile devices).

PSYC 81.06 - Analog and Digital Brains

The human brain is the most complex piece of computing machinery in the known universe. What hope, then, do we have of understanding how the "wetware" of the brain gives rise to the "software" of the mind? In addition to reviewing some of the classic studies that have most heavily inspired modern computational neuroscience as a field, we will also vote as a class on a topic (or two) to specialize in each term. Some possible topics include: neural decoding, deep neural networks, Bayesian models, agent-based models, behavioral models (e.g. memory, navigation, decision making, etc.), and/or "big data" analyses of neural datasets. As a class, we will become experts in one or two topics of interest by reviewing the most influential and recent work. We'll rely on in-class discussions, low-pressure student presentations, student- and instructor-led demonstrations, and other hands-on learning techniques.

PSYC 81.07 - Decoding Human Brain Activity

This seminar will cover state-of-the-art methods for decoding the information that is carried in patterns of human brain activity and the application of these methods for investigating the functional organization of the human brain and application to brain computer interfaces. Human brain activity can be measured non-invasively with a range of methods, including functional magnetic resonance imaging (fMRI), magnetoencephalography (MEG), and electroencephalography (EEG). Computational approaches for decoding human brain activity include multivariate pattern classification, representational similarity analysis, and forward encoding based on stimulus or cognitive models. The course also will cover state-of-the-art computational models of stimulus and cognitive factors, including convolutional neural networks. Some background in linear algebra and computer programming are recommended.

PSYC 84.05 - The Power of Beliefs

How do beliefs affect clinical outcomes? This course provides an in-depth examination of the role of beliefs and expectations in the manifestation of psychological symptoms and their treatment. Topics to be covered include the psychological and biological bases of pharmacological placebo effects, the mechanisms underlying psychotherapy (e.g., patient and provider expectations), and also how cultural expectations impact how psychological symptoms are experienced (e.g., hallucinations, delusions, and somatization).

PSYC 86.04 - Advanced Neuroscience Seminar and Annual Meeting: Topics on the cutting edge in neuroscience

This seminar will explore topics and issues that are on the cutting edge of neuroscience. Topics will be selected from among those that are the subject of special lectures, panels,

and keynote addresses scheduled for the upcoming Annual Meeting of the Society for Neuroscience (November 12-16 in San Diego, CA). During each class meeting, we will read and discuss several articles on one of the topics. By November 12 we will be intimately familiar with the content of the scheduled presentations. We will then travel to the Annual Meeting in San Diego and attend these presentations.

Quantitative Social Sciences**QSS 30.03 - Experiments in Politics**

This class is a lab-style seminar in which we will design, \ffield, and analyze an experimental study of political misperceptions. Our goal is to publish a scholarly article about our findings in a peer-reviewed journal of political science-an ambitious project that will require a substantial commitment from each student. Flexibility will also be essential since the course will evolve during the semester based on the needs of the project.

Distributive: QDS

QSS 30.04 - Evolutionary Game Theory and Applications

The course introduces basic concepts in evolutionary game theory, including evolutionarily stable strategies, replicator dynamics, finite populations, and games on networks, along with applications to social evolution, particularly to understanding human cooperation.

Distributive: SOC

QSS 30.05 - Topics in Digital History: U.S. History Through Census Data

This course focuses on using data from historical censuses (1850-2000) to examine U.S. history. We will discuss what the census tells us about the past, the role of the census in policy-making, and the history of the census. The course comprises four units: race, (im)migration, work, and family. For each, you will learn how to find, analyze, and visualize census data using R and how to write about quantitative historical analysis in a digital medium.

Distributive: SOC; WCult:W

QSS 30.06 - By the Numbers: Race, Incarceration and Politics

More than half a century after the height of the Civil Rights Movement, inequalities between black Americans and white Americans persist. Across a myriad of measures--including health, employment, income, wealth, education, and incarceration---black Americans are fundamentally different than whites. Leveraging contemporary data and modern quantitative techniques, we evaluate black-white racial gaps by the numbers and among other things consider how racial inequalities in the United States might alter the American political landscape.

QSS 30.07 - The Science of Anarchy: Computational Approaches to Spontaneous Social Order

Let's say I hit the big red reset button on Humanity and everyone suddenly forgot their social identity, social status, and government. What would happen on Day Two? It turns out, people have an amazing capacity for spinning up order out of nothing. Pirates, prisoners, disaster survivors, gamers in virtual worlds, and theme park guests all give us real-world examples of the reset button in action. Where does this order come from, how much can it be steered, and how much can it even be studied? In this interdisciplinary course, we will start with computational models of spontaneous social order, move to experiments on social change, and connect it to real-world examples from the past to today. We will end by exploring the theory, history, and science of anarchy.

You will learn a simple computer language for writing social simulations, and you will model different systems. For ideas, you will read sociologists, economists, psychologists, political scientists, philosophers, historians, and even computer scientists and physicists. Between their logical arguments, computer models, laboratory experiments, and large datasets, we will get all caught up on the state of the amazing science of social order. You will conclude the term with a simulation study and research paper.

Distributive: SOC

Religion

REL 1.03 - Patterns of Religious Experience

A comparative study of some of the basic patterns of religion. The course will focus upon such themes as religious experience, myths of creation, stories of religious founders and heroes, the origin and resolution of human suffering, and the structure and meaning of religious community and ritual. Source material for these themes will be taken from the literary and artistic resources of the following religious traditions: Buddhism, Christianity, Hinduism, Islam, and Judaism. Open to all classes.

Distributive: INT or TMV

REL 1.04 - Beginnings and Ends of Time

This course examines the visions of the emergence, decline, and extinction of the world in several religious cultures: Judaism, Christianity, Buddhism, Daoism, and contemporary USA. After investigating different ideas of how the world came to exist and various views of the end of time, we will compare different notions of salvation by which various religious cultures tried to assuage fears of the end of the world. With expectations for messianic redemption or visions of power these catastrophic imaginings and ideas of salvation served as the basis for missionary work and conversion as well as impetus for

social and political transformations, rebellions, wars, imperial programs.

Distributive: INT or TMV

REL 1.05 - Religion and Gender

Are all religions sexist? How can we know? This course is about approaches to the study of religions from the perspective of gender. We will read foundational works of religious history and feminist and queer theology that shed light on questions such as how normative masculinity, femininity, and sexuality are defined across religions, what is the difference between religion and culture in constructing gender and gender roles, and how are religious ideas gendered. In asking these questions we will focus on scholars' interpretive methods in order to understand how variant they are and how important they are in creating meaning out of religious texts and practices about gender and gender roles. Specific topics will include the body, embodiment of religious rituals, purity, menstruation, religious authority, marriage and divorce, sexuality and sexual ethics, and motherhood.

Distributive: INT or TMV

REL 19.14 - Can the Universe be Just?

Religious notions such as afterlife, resurrection of the dead, end-time, karma, and providence can all be categorized as claims that the universe must somehow be just. The course will analyze several modalities of this claim, in popular and in philosophical forms, seeking to trace and to assess their source either to the demands of theodicy or to an intuition that life in an unjust universe is morally intolerable.

Distributive: TMV

REL 19.19 - Religion and Technology

This class explores the conceptual and ethical challenges raised by the relationship between religion and technology. In what ways is technology a response to the difficulties of labor and work, the biological limitations of bodies and lifespans, or the unpredictable forces of nature, for instance? What do Western religious and philosophical traditions have to say about such forms of augmentation of life capacities and processes? What promises and perils arise from technological progress? Why is the problem of technology seemingly central to the question of modernity, and how does religion fit in, if at all? We explore a variety of themes, which may include: bodily enhancements, biomedical procedures, humans vs. machines, robotics and AI, as well as digital and virtual worlds, asking what hopes and concerns certain religious and philosophical traditions in the West bring to such developments, and why it matters to think deeply about such issues.

Distributive: TMV

REL 19.20 - Lost Books of the Bible

Why do some Bibles include books that other Bibles omit, for example the Book of Enoch, the Gospel of Mary Magdalene, or the Apocalypse of Paul? Who decided which texts should be included or excluded from the Bible, and what criteria did they use? Were these texts somehow subversive, or did they reveal secrets that religious authorities wished to keep to themselves? This course will study the contents of various versions of the Bible and explain how Jewish and Christian communities decided which texts to include or exclude from their Bibles, decisions that played formative roles in shaping both communities.

Distributive: TMV

REL 19.21 - Tibetan Buddhism

An introductory survey of Buddhism in Tibet from its inception in the 8th century until the present day. Emphasis will be given to the central doctrines, practices, and institutions characteristic of Tibetan Buddhism, its development of various popular and elite religious ideals (householder, nun, monk, scholar, solitary hermit, crazy yogi, and female dakini), its historic impact on neighboring Asian countries, and its evolving identity in the West.

Distributive: TMV

REL 28.03 - Transnational Muslim Feminisms: History, Religion, Praxis

This course introduces students to the diversity of feminist approaches on a transnational scale, by examining the movements, activism, media, literature, and Islamic debates produced in predominantly Muslim countries and beyond. We will interrogate concepts of transnationalism, feminism and modernity in terms of historical developments, theoretical usage, the context of colonialism, Islamic theologies, and the modern Muslim nation states. We will explore similarities and differences in women's experiences and feminist methodologies across global Muslim contexts. Course materials will be made up of several primary sources in translation that deal with intersectional issues such as religious and cultural practices, educational systems, politics, race and racism, socioeconomic class, legal rights for men and women, and marriage and the family.

REL 28.04 - 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: TMV; WCult:NW

REL 30.02 - Sacred Cities: Jerusalem

According to G.A. Smith in his *Historical Geography of the Holy Land*, Jerusalem "stands aloof, waterless, [and] on the road to nowhere." Yet, despite its geographic, agricultural, and economic limitations, Jerusalem has been transformed into a city of tremendous religious significance. This course will examine the cultural history of Jerusalem over three millennia, primarily as the symbolic focus of three faiths: Judaism, Christianity, and Islam. The course content will focus on the transformation of sacred space as reflected by literary and archaeological evidence by examining the artifacts, architectural monuments, and iconography in relation to written sources. In addition, this course will examine the creation of mythic Jerusalem through event and experience.

Distributive: INT or TMV

REL 32.06 - Jewish Views of Christianity

Historians know a great deal about anti-Semitism, but this course will reverse the gaze and examine Jewish views of Christianity. When and why did Judaism and Christianity divide? We will read ancient Jewish versions of the Gospels, medieval Jewish polemics, and Jewish appropriations of Christian imagery. We'll conclude with modern Jewish scholarship on Christian origins, as well as Jewish responses to Christianity in light of the Holocaust and the post-war efforts at ecumenical relations.

REL 32.07 - Medieval Practices of Ascension

This course considers medieval western Christianity through the lens of practices related to "ascending towards" or "becoming like" God. A central feature of western religiosity prior to the Reformation, men and women, secular and religious, sought to transcend the shackles of base matter in order to become new, spiritual creatures. In this course, we investigate their journeys, and we question why the Reformation sought to curb practices of ascent and whether or not it succeeded.

Distributive: TMV

REL 33 - Christians, Jews, and Muslims in the Age of the Crusades

This course will focus on the interactions of the three major religious communities of the medieval Mediterranean—Christians, Jewish, and Muslim—beginning with the First Crusade in 1096 and ending with the arrival of the Black Death in 1347. By examining topics such as pilgrimage, crusade, and jihad, the status of minority communities, and intellectual life, we will explore how Christians, Jews, and Muslims clashed, cooperated, influenced, and misunderstood each other. Open to all classes.

Distributive: TMV; WCult:W

REL 41.02 - Buddhism and Film

Film is a powerful medium for expressing religious ideals and sentiments, but often produces stereotypes and misconceptions based on cultural presuppositions. This course will explore the ways in which films in Asia and the West have presented Buddhist religion, philosophy, practices, saints, and institutions. Readings will provide an introductory survey of central topics in Buddhism, but students will also learn to critically assess the films assigned weekly as multi-layer texts composed of sights and sounds.

Distributive: TMV; WCult:NW

REL 43 - Buddhism in America

This course will focus on the transmission, growth, and transformation of Buddhism in America—treating American Buddhism not as an Asian tradition transplanted onto American soil, but rather as a distinctive regional variety of Buddhism that has its own distinguishing characteristics. We will focus on the history of Buddhism in America, major varieties of American Buddhism (including Zen, Tibetan Vajrayana, Theravada, and Soka Gakkai), and contemporary issues in American Buddhism.

Distributive: INT or TMV; WCult:W

REL 69 - Religion in World Politics

Modernization theorists confidently predicted that religion would cease to be a matter of public concern and would become limited to individual and private spheres by the end of the twentieth century. The Iranian Revolution put an end to such speculation. This course examines the relationship between religious pluralism and political affairs in European, African, and Asian nations. Case studies will include Northern Ireland, Nigeria, South Africa, the Middle East, and India.

Distributive: TMV

REL 74.09 - Religious Minorities in Britain

This course examines the history of minority religions in Britain from late Antiquity to the present-day. We

examine the experience of minority status of adherents of indigenous religions of Britain, Jews, Muslims, Hindus, and followers of African and African Diaspora Religions. This is an inter-disciplinary course, utilizing historical, comparative, sociological, and literary perspectives to shed light on the ways in which these minority traditions interacted with the majoritarian Christian churches and were influenced by their minority experience.

REL 74.10 - Religion and Politics in the Ancient and Medieval World

This course provides an advanced introduction to the relationship between religion and politics in the ancient and medieval worlds, with particular attention to the Western tradition. We focus on Christianity, most centrally, while considering its relation to Ancient Near Eastern and Greco-Roman religions at specific moments. The course offers students with a basic historical and theoretical framework for thinking about the tensions and possibilities that emerge in the encounter between religious and political thought, institutions, and communities in these periods. This course challenges the assumption that religion and politics are self-evident and clearly distinct realms. Instead, we examine the ways that the boundaries between religion and politics have been continually blurred throughout history and across communities and traditions, and consider how “religion” and “politics” are interdependent and mutually reinforcing categories of thought and practice.

Distributive: TMV

REL 80.07 - Religion and Health

This seminar explores topics related to religion and health, science and the sacred, spirituality and compassionate care. We begin with common readings on four themes, then develop specialized bibliographies aimed at exploring each student’s interests. During the remainder of the term, students will report on their specialized reading and will devise a focus for a final extensive research paper. Students are urged to bring their own religious perspectives—including atheism—to their reading list and final project.

Distributive: TMV

REL 80.08 - Maimonides

"The modern Enlightenment postulated that "All men were created equal," at least in the sense that an essential part of being human was being a moral agent, capable of rational choice, and, thus, equally worthy of respect. No serious medieval thinkers would have found that credible. Their moral and intellectual ideals were thoroughly elitist. Nevertheless, some of them were committed to progressive political ideals, which constitute the Enlightenment toward which they worked, often at considerable personal risk. Maimonides' work epitomizes this type of Enlightenment,

both in its arguments and in the style of its esotericism. The seminar will strive to achieve a synoptic view of this classic of Western religious-political thought."

Distributive: TMV

Russian Language and Literature

RUSS 38.08 - The "New Man" on the Moon: Science Fiction Under Socialism

Cyborgs, intergalactic vistas, and overextended futurities ostensibly characterize western science fiction. Yet space age put cosmic agendas on writing and film-editing desks all over the former Socialist bloc as well. We will explore the East/West differences in generic conventions and investigate the uneasy fit between Socialist Realism—the state-sponsored style for picturing the real life of the “New Socialist Man”—and the questionable political orders and subversive desires unleashed by fictions of deregulated space travel.

Distributive: INT or LIT

Sociology

SOCY 38 - Status and Power in Social Interaction

How do our interactions with others cause and result from inequalities in society? This course explores how status and power dynamics shape social life, using theories and research from sociological social psychology. We will learn how status beliefs emerge from social differences in resources and power, and how they perpetuate inequalities over time by shaping our interpretations of events and our behavior and emotions toward others. We will also consider how these inequalities can be overcome.

Distributive: SOC; WCult:CI

SOCY 49.22 - Social Justice and the City

This course explores issues of social justice and cities in terms of the spatial unevenness of money and power within and among cities, between cities and their hinterlands, and between cities of the world. We will examine how multiple dynamic geographic processes produce spatial and social inequalities that make cities the locus of numerous social justice issues. We will also look at how urban communities and social groups are engaged in working for social change.

Distributive: SOC; WCult:CI

SOCY 49.23 - Critical Political Economy

Political economy was formulated as a central field of research since the 19th century, designed to comprehend both fields - politics and economics - and how they interact, at the local, regional and global level. Since the 2008 financial crisis it became a very popular field of research, highlighting varied and opposed theoretical

approaches. The course will focus on critical perspectives to political economy, including a. class conflict, race and ethnic relations and the world system; b. state institutions and their relation to civil society, capital and labor organizations; and c. late developments of the neoliberal economy, the social and economic implications of inequality, and global protests of the 99%.

Distributive: SOC; WCult:W

SOCY 79.09 - Global Inequality Protests

Three years after the 2008 financial crisis a protest movement sparked in Tunisia, and expanded by contagion to Egypt, Morocco and India, and from there to Spain, Chile, Israel, and finally arrived to Wall Street, giving the name to the global movement as the Occupy social movement. These cases largely differ from one another, but have in common their opposition to inequality and readiness to struggle against it. The course will focus on the comparison of protest movements and the political processes each case provoked, using theories of social movements and political sociology, and analyzing the economic, social and political context before the protests sparked and the after movements' peaks. We will analyze and discuss in class the Occupy Wall Street movement and the political process it provoked in the US. Each student will chose an international case for comparison, presenting it in class and writing a research paper of their own as a final essay. Students will work in teams of two for their presentations and final research paper.

Distributive: INT; WCult:NW

Spanish and Portuguese Languages and Literatures

PORT 35.01 - There Won't Be a World Cup: Social Shifts in Contemporary Brazil

This class will be offered on campus, in English, and will explore social, political, and economic issues in contemporary Brazil. Since 2013, the climate in Brazilian society has become more and more tense due to a series of street protests and polarized public debates on race, class, political representation, democracy, religion, gender, sexuality, environmental protection and economic justice. Brazilian present scenario will be discussed in relation to historical and cultural contexts. Materials for the course will include films, documentaries, music, and a wide variety of readings (mainstream media, blogs, academic essays, official documents, fiction). Invited guests (scholars, activists, journalists, artists) will deliver lectures, in presential or remote way.

Distributive: SOC; WCult:NW

PORT 60.03 - America & the Oblique Gaze

The starting point for this discussion is the cultural category I have called "oblique gaze" (Franconi, 1997, 98, 00, 02, ...), which is the perception of the cultural neighbor next door in the Americas: Portuguese-Spanish America, the Caribbean and Latin America, Latin America-United States etc. This critical concept originally emerged in a study on how Brazilian and Hispanic-American literatures construct images of the other commonly under marks of generalization, ignorance, stereotyping, distrust, antagonism, sublimation ... marks, in short, of inadequate representation of the other. The category is useful for all other "oblique gazes" throughout the Americas, as they appear in literature, film etc. In the present course relevant examples from Brazilian and Hispanic American literatures and audiovisual productions are introduced.

Distributive: LIT; WCult:NW

PORT 61.02 - Eroticism, Power & Fiction

The analysis of the Brazilian prose fiction along the years of the military dictatorship (1964-85) shows a significant number of works dealing with the relationship between eroticism and power. This binomial is depicted in novels and short stories by two main trends: transgression and perversion. Manifestations of the cult of virility and authority, conflicts between sexual conducts and conservative morals, and erotic behavior in correlation with power practices are some aspects portrayed by those works as efficient condemnation of the dictatorship and its lingering effects on the Brazilian society. The course will focus on literary works and films representative of the period and supported by extensive theoretical, historical, and critical materials. - See more at:

<http://spanport.dartmouth.edu/undergraduate/courses/portuguese-literature-courses#sthash.OhZGrxVq.dpuf>

Distributive: LIT; WCult:NW

PORT 63.03 - Dismantling Paradise: representations of violence in Brazilian arts

In recent years, there has been a radical change in how Brazilian society conceives itself, and in the kind of self-image it conveys. The ever-repeated maxim of a cohesive, friendly and tolerant people living under a peaceful social contract has been corroded by facts and figures, dismissing classic anthropological interpretations such as that of "democracia racial", proposed by Gilberto Freyre. For decades now, literature, theater, cinema and popular music have been anticipating these shifts, producing deviant discourses that puts brutality, unfairness, racism, oppression and violence at the core of Brazilian society. This course will trace representations of violence in a wide range of Brazilian artistic expressions, from mid-19th century to the present. Along with literary texts, music, cinema, photography, graphic novels and visual art, we will examine some critical and theoretical approaches to

better understand concepts like artistic representation and social violence.

Distributive: LIT; WCult:NW

SPAN 40.05 - Federico García Lorca and his Time

This course will examine the works of this major Spanish poet, playwright and cultural figure of the early 20th century. The in-depth exploration of his poetry, plays, letters and other material will allow us to better understand modernist and avant-garde aesthetic in his time. The course will also study Lorca's figure in relation to poets, artists and intellectuals of his generation, in particular Juan Ramón Jiménez, Manuel del Falla, Luis Cernuda, and Rafael Alberti, among others. The course will be interdisciplinary in nature, including literature, music, theater, and film.

Distributive: LIT; WCult:W

SPAN 40.06 - Love and all that Comes with It

This course will trace the literary constructions, elaborations, and treatments of love in Spanish literature from the 18th to the beginning of the 20th century. The psychological and sociological implications and the cultural significance of love will be explored in a variety of art forms –drama, poetry, novel and opera— paying special attention to the representation of other literary topics that are inexorably attached to love: adultery, betrayal, incest, prostitution, and (in)fidelity. Readings include erotic poems by Samaniego and Meléndez Valdés, Espronceda's *El estudiante de Salamanca* and "Canto a Teresa," Bécquer's *Rimas y leyendas*, Zorrilla's *Don Juan*, Clarín's *La Regenta*, Galdós' *Tristana* and Valle-Inclán's *Sonata de otoño*.

Distributive: LIT; WCult:W

SPAN 45.01 - Politics of Inequality. Economy, Social Struggle, and the 19th Century Latin American Novel

This course explores the Latin-American nineteenth-century novelistic tradition through the scope of Marx's definition of "Primitive Accumulation." Starting from Latin America's independence as a moment of foundational violence that reframes and crystalizes the inequality of social classes and races in the continent, we will explore the abuse and exploitation of slaves in Cuban mid-century society (Gertrudis Gómez de Avellaneda's *Sab* -1841); the discrimination and mistreatment of indigenous communities justified by colonial traditions of servitude in Peru (Clorinda Matto de Turner's *Aves sin Nido* -1889); and the anti-European immigrant movements in Argentina at the end of the century (Eugenio Cambaceres' *En la Sangre* -1887). Theoretical framework by: Karl Marx, Friedrich Engels, José Carlos Mariátegui, John Lynch, György Lukács, Eric Hobsbawm, and David Harvey.

Distributive: LIT; WCult:NW

SPAN 45.02 - Diaspora and Economic Imaginaries in Hispanic Caribbean Literature

This course will explore how colonialism, slavery, migration, and exile have influenced the way Cubans, Dominicans, and Puerto Ricans imagine themselves as social agents who have or lack the ability to change their economic conditions. Students will gain an understanding of the economic theories that find their articulation in fiction, theater, and film through the representation of lived experience, cultural contact and conflict, and political and social movements. Readings will be in both Spanish and English, while class discussions and written assignments will be conducted in Spanish.

Distributive: LIT; WCult:NW

SPAN 50.03 - Politics of Masculinity: Latin American Narrative, Film, and Politics.

This course explores the fictions of gender that found national identities, postcolonial dreams of liberation, and dissident movements. We will study complex representations of masculinity in Latin American fiction, film, and political discourse in order to understand how certain ideas about masculinity subtend concepts of political legitimacy, and how some experimental texts critique those ideas. Readings include novels, short stories, films, and political claims as well as sociological, psychoanalytic, and feminist theories of masculinity.

Distributive: LIT; WCult:NW

SPAN 55.06 - Slaughterhouses. The Life and Death of Humans and Animals in the Southern Cone

This course focuses on the slaughterhouse as an image that has haunted Latin American cultures for centuries, especially in the Southern Cone region. The image of the slaughterhouse for a society can be used to define, contrast, compare or put into question our own subjectivity for it highlights the flesh and blood that go into human labor. At the same time, the image of the slaughterhouse denounces the abusive nature of power, a regulating force applied to bodies, both human and non-human. Using the image of the slaughterhouse in texts and images spanning 250 years of Southern cone history, we will explore various issues and debates within animal studies, from animal rights and biopolitics to modernization of killing, exploitation of bodies and zones of indetermination between animals and humans. Texts and images include: Echeverría, Lamborghini, Viñas, Walsh, Larra, Kohan, Busqued, Solanas, Sanjines, Foucault, Deleuze, Agamben and Giorgi.

Distributive: SOC; WCult:NW

SPAN 63.03 - Filming Fragility: The New Argentine Cinema

America. What has come to be known as New Argentine Cinema is a complex cultural phenomenon, an open

category that needs to be addressed from an interdisciplinary point of view. This course will focus on how this heterogeneous corpus of films stage narratives of loss and disintegration as a way of representing not only the devastating effects of neo-liberal globalization, but also the creating power of fragility. Film directors include: Ezequiel Acuña, Lisandro Alonso, Adrián Caetano, Albertina Carri, Lucrecia Martel, Martín Rejtman, Pablo Trapero, among others.

Distributive: ART; WCult:NW

SPAN 65.05 - Staging Globalization in Latin America

This course focuses on theatre and cultural production in relation to contemporary sites of political turmoil due to the advent of globalization and the neoliberal crisis. As such, we will be studying plays from different areas of Spanish-speaking America. In order to give coherence to this broad field, the readings will focus on plays that reflect on XX and XXI Century particularities in relation to the vast concept of globalization, such as Enrique Buenaventura, Diana Raznovich, Benjamín Galemiri, among others. Our goal is to see how these themes are developed dramatically and theatrically, as well as within the historical and national context of each play text. An important part of our discussions and play analyses will involve the nature of globalization and its manifestations and consequences in theatrical discourses.

Distributive: ART

SPAN 73.04 - Todo Borges

Jorge Luis Borges is one of the most difficult and influential Latin American writers. His fascination with labyrinths, mirrors, time, infinity, blindness, and memory are legendary. We will spend the term reading as much as we can of Borges: his stories, detective fiction, poetry, correspondence, and speeches. We will also study his literary trajectory including his influences (Cervantes, Kafka, Poe, Chesterton, Schopenhauer), his “forgeries,” his editorial work, literary criticism as well as reflections by his critics and the works of some of the writers whom he influenced (for example Moroccan Ben Jalloun’s *Child of Sand*). Students will be required to trace some of his legendary (real and imaginary) arcane sources.

Distributive: WCult:NW

SPAN 73.05 - Utopia is Alive and Kicking

The question is: where and how do we find it? During the 20th century, the utopian literary narrative field appeared to be dominated by dystopias. With growing skepticism, there was talk of the death of utopias... just as there was talk of the death of the novel. Undaunted and unfazed by such apocalyptic talk, this course will track down and explore the utopian in its multiple forms and manifestations. We will take as a theoretical point of departure Ernst Bloch’s fundamental distinction between classic narrative utopian paradigms such as More’s *Utopia*

and the ever changing field of the utopian and its multiple manifestations —Bloch’s electricity—as we map out the creative movement of utopian thought. Beginning with the Avant-garde movements we will discuss new utopian paradigms as they intersect with artistic, literary and political discourses, exploring and displaying new visions of a better world for a better humankind. Materials will include Julio Cortázar’s *Hopscotch*, Fernández Mallo’s *Nocilla* trilogy as well as avant-garde painting, surrealist writings, experimental novels, political manifestoes, technological game changers and a fascinating journey into the new alternative utopian spaces opened up by a new frontier: the internet

Distributive: LIT

SPAN 73.06 - Borges. An Introduction

30 years after his death in 1986, Argentine writer Jorge Luis Borges remains one of the giants of twentieth-century literature. More troubling for his critics, he is also one of the last century’s most potent literary myths. Like other “modernists” (Beckett, Kafka, Joyce, Proust), he has a reputation for obscurity and difficulty, yet despite this his work permeates our culture in unique ways. The word “Borgesian” resonates even amongst those who know little Borges. This course sets out to help the student to think critically about Borges and his major works and themes: the mystery of time and self and memory, the extreme idealist notion that life is a dream (and the various other metaphysical puzzles and paradoxes for which he had an apparently inexhaustible fondness), the monstrous multiplication of words and worlds, the celebration of disinterested physical courage, types of treachery, what he called his “hallmarks—Buenos Aires, ancestor worship, old Germanic tongues”—and those obsessive and ubiquitous images of mirrors, swords, labyrinths, and tigers “that the resigned reader has already reckoned on.”

Distributive: LIT; WCult:NW

SPAN 77.04 - The Present that Was: Newspapers and the Modern Public Sphere in Spain

In the Iberian Peninsula, there is a long and complex literary tradition of newspaper writers. Many of these authors originally published their most successful and influential pieces in periodicals, journals, and magazines. This course has two main objectives. On one hand, we will try to understand the specificities of a medium (the press) that, due its inherent immediacy and futility, has also produced a series of sub-genres and styles. On the other hand, we will sketch out a map of those cultural and political problems that very influential intellectuals and columnists have recurrently been dealing with for two centuries. This conceptual map will also help us understand how the public sphere has evolved in modern Spain. Azorín, Estébanez Calderón, Foxá, González Ruano, Larra, Mesonero Romanos, Ortega y Gasset, Ortega y Gasset, Savater, Pla, Unamuno, Umbral.

Distributive: LIT; WCult:W

SPAN 80.09 - One Hundred Years of Solitude

Few literary works have ever fascinated readers all over the world the way *One Hundred Years of Solitude* has. Gabriel García Márquez’s novel opens up a magical world where the boundaries that separate fantasy and reality, fairy tale and history seem to dissolve naturally. And yet, no fictional work has ever been more deeply grounded in the reality and history of a people. The book tells the incredible story of the Buendía family as it develops through the successive cycles of destruction and rebirth that shape history in the mythical world of Macondo. And, as the story unfolds, it illuminates the wonders and terrors of the history of Latin American countries, the complexities and contradictions that have defined their peoples and shaped their cultures. In this course we will read, enjoy and analyze *One Hundred Years of Solitude* as well as a small selection of García Márquez’s short stories and journalistic works. The works will be discussed within the framework of major theoretical and historical issues and in constant dialogue with a variety of secondary sources.

Distributive: WCult:NW

SPAN 80.10 - Tell Me a Story! The Modern Spanish Short Story

This course will explore the cultural, social, economic, and political history of modern Spain from 1700 to the present through a selection of Spanish short stories. We will examine how literature shapes everyday life and how short narrations play a central role in the configuration of a society. Through the lens of this genre students will acquire a panoramic and comprehensive view of Spanish socio-cultural issues that will include, among others, war, violence and power, memory, collective identity, citizenship, sexual identity, utopia, and the struggle for modernity. In-depth analysis of short stories by Samaniego, Bécquer, Alas Clarín, Fernán Caballero, Pardo Bazán, Valle-Inclán, Salinas, Mateo Díez, Tusquets and Benet, among others.

Distributive: LIT; WCult:W

SPAN 80.11 - New Sexual and Social Identity in Film and Literature in Post-Franco Spain

This course addresses changes in Spanish society since the end of the dictatorship. These include new conceptualizations of family, love, eroticism, sexuality, sex (biology) versus gender (culture), masculinity, femininity, perverts, freaks, prostitution, sex-positive movements, pornography, and a reevaluation of morals and Spanish culture.

Distributive: WCult:W

SPAN 80.12 - The Aesthetics of Peronism

In a field as vibrant and heterodox as the study of Peronism, the Argentine populist movement unleashed by the stunning rise of pro-labor General Juan Perón in the mid-1940s that remains in power through infinite internal reconfigurations, this course will explore Peronism's cultural appeal, not simply offering cultural explanations of political developments but taking the many forms of Peronist culture as our main object of inquiry –thereby seeking to illuminate the regime's self-presentation in popular culture, the reception of Peronism as a cultural experience, and the state and market mechanisms that mediated and keep mediating this exchange.

Distributive: WCult:NW

Studio Art**SART 17.12 - Art Practices Across Media**

This course examines strategies used by artists who work across a range of media. We will start with a critical inquiry into theoretical and practical methods: how do ideas determine the choice of material and the shape they take? Further explorations will address the socio-political dimension of art-making and how it enables interventions and interruptions of the historical, cultural, and individual sphere. In the spirit of its subject, this class will ask students to utilize multiple media with the goal of visualizing the relation between material and concept.

Distributive: ART

SART 17.13 - Drawing with Van Gogh

Students learn to draw as Vincent Van Gogh did throughout various stages of his life, with similar instruction, purpose and drawing materials. The class will see and draw from the art that influenced him, work from subject matter similar to his, and experiment with his particular techniques. Students will copy a range of Van Gogh drawings, draw directly from life as he did, and read many of his extraordinary letters. At the end of the term, each student will develop a suite of drawings, embodying their own idea of how Van Gogh's work might have further evolved. Supplemental course fee required. All levels of drawing experience welcome. Credit given for Drawing I,II or III, depending on previous Drawing courses taken in the department.

Distributive: ART

SART 17.14 - Reinventing Architecture: Design and Social Action

By thinking more broadly about the populations served and more expansively about collaborative initiatives, designers can take on an important role in addressing the significant challenges we face in a rapidly changing and developing world. This course will include a series of

drawing/media/design assignments that will serve as concentrated exercises in the investigation of architectural and spatial concepts and projects for challenged communities on the local, national and international levels. A wide array of design tools will be utilized and students will work both individually and collaboratively with classmates. Course requirements will consist of the completion of drawing, model making and analysis assignments associated with each of the phases of the course. A substantial part of many class sessions will be dedicated to working on these assignments in the studio, thus attendance will be critical to the successful completion of the course. There will be a time commitment required outside of class to complete most assignments and additional assignments will also be made explicitly for completion outside of class. Field trips, site visits and visiting experts will be an integral component of the course.

Distributive: ART

SART 17.15 - 3D Design and Digital Fabrication

This course is an introduction to basic three dimensional design principles and the relationship between structure and space. Students will learn fundamentals of design ideologies to design and construct objects and structures that use cutting edge computer modeling and 3D fabrication processes to create forms ranging from everyday utilitarian objects to structures for specific sites on campus. Material investigations and problem solving skills to design innovative solutions to real world problems will be undertaken. Computer drawing and fabrication using the program Illustrator, and 3D modeling with Rhino, 3D Printers and CNC Routers will be taught and used. Students will develop skills needed to communicate design concepts and develop personal approaches to design as well as to construct them. The projects include forms based on aesthetic as utilitarian design.

Distributive: ART

The John Sloan Dickey Center For International Understanding**INTS 17.08 - The Humanities and Human Rights: Thoughts on Community**

This course will focus on the deep connections between democracy and the role of the arts in the public sphere. Never has the public sphere been so challenged, so weakened, so undermined by the logic of an all-encompassing economic rationale that has evolved from the abstraction of economic theory and its vision of unimaginable profits to the reality of dilapidated world economies and bankrupt social welfare systems. Given this blindness, it comes as no surprise that we would be living in times that do not pay enough attention to the humanities

or to the aesthetic realm for they seem too "removed" from the day to day facts of "reality." But let's think again. Who bears witness to the suffering and inequalities around us, to the walls that have been relentlessly erected to keep us all in place? Writers, filmmakers, documentarians, photographers, poets, individuals, who make "energy" (intellectual energy) usable in different places and contexts (Hutcheon). This course will cross disciplinary boundaries and follow the "comparative method" scrupulously. We will be reading literature with care and learning how to read literarily—with intensive textual scrutiny, defiance, and metatheoretical awareness (Saussy)—a wide array of theoretical and filmic texts. Our goal will be to travel from the theoretical to the particular and vice-versa, from the literary and filmic stories to the suprapersonal, to the wider polity and back to the personal, for these texts share a passion for change through recognizing our shared vulnerability and humanity. With varying degrees of insight, these texts bear witness to how the experience of crisis and regeneration is also a gendered one.

Distributive: INT or ART; WCult:CI

Theater

THEA 10.23 - Voices:Perform Activism

In this course we will examine the intersection of activism and performance in the Americas. "Performance" will refer to a wide range of embodied artistic practices from street theater, community-based theater, site-specific performance art, interventionist art, Hip Hop, and muralism. We will study the ways in which performance has been used as a forum that not only raises political, social, and cultural consciousness, but also interrupts daily life and rehearses notions of community in the 20th and 21st centuries. Theoretical articles on performance and activism will serve to complement the varied modes of performance studied and explicate how they have sparked civic dialogue and social change. We will pay special attention to the ways Latin American and Latino activist practitioners have engaged civil society as well as government and corporate structures through their praxis. Throughout the term, we will revisit the questions: why be an activist, where, how and when; and how can performance be placed at the service of activism. Class discussions and activities will underscore the critical interconnection between theory and practice (praxis). In addition to studying the power of performance as a tool for activism students will have the opportunity to experience hands-on performance techniques that can be used to engage social and political issues of concern to the class. Working in groups, students will take a stance on one of these issues before creating a public intervention. These interventions might draw from street/guerilla theater, installation art, invisible theater, performance art, dance, protest poetry, photography, muralism, or digitally mediated performance. This course is open to all students

with or without experience in theater. Dist. ART. A'Ness and Hernandez.

Distributive: ART

THEA 10.24 - The Arts of War

Walt Whitman said of the American Civil War: "the real war will never get in the books." This course will raise core questions about how war is remembered and represented through text, performance, and visual culture. Our questions will be anchored in concrete case studies but will also raise far-ranging philosophical, ethical, and historical questions that examine instances of war in relation to the aesthetics of war.

Distributive: INT or ART

Womens Gender and Sexuality Studies

WGSS 21.01 - Did Roman Women Have a History?

In this course we explore the lives of Roman women first in terms of the larger institutional frameworks that structured and gave meaning to women's lives, either by inclusion (family, marriage) or exclusion (law, politics). From this basis we investigate the characterization and self-representation of women in literary texts: women as mothers and wives, women as political actors, women as priests and ritual participants. Selected readings of Roman literary and legal sources will be supplemented by evidence from Roman inscriptions, domestic architecture, sculpture and coinage. Open to all students.

Distributive: SOC; WCult:CI

WGSS 26.03 - History of Sexuality

How have historical processes produced distinct sexual practices and identities over time? This course engages 300 years of a history that often evaded the historical record or was deliberately purged from it and asks how more traditional topics of U.S. historical inquiry—immigration, citizenship, economic organization, intellectual and artistic production, racialization, formal politics, law, religious practice—can yield new insights when sexual history is included as a legitimate dimension of analysis.

Distributive: SOC; WCult:W

WGSS 35.02 - Lived Bodies: The Self and The Other

The course will focus on the relationship between the *lived body* (embodiment) and *our experiences of others* (alterity). Phenomenological analyses stress that 'encountering an other' is necessarily grounded on embodiment – in how we experience our own body and the bodies of others. We will consider embodied experiences of: the racial other, the female body, and expressions of mental disorder. We will draw both from classical phenomenological analyses (Merleau-Ponty, Beauvoir, Fanon) and contemporary discussions.

Distributive: TMV; WCult:CI

WGSS 37.03 - Social Justice and the City

This course explores issues of social justice and cities in terms of the spatial unevenness of money and power within and among cities, between cities and their hinterlands, and between cities of the world. We will examine how multiple dynamic geographic processes produce spatial and social inequalities that make cities the locus of numerous social justice issues. We will also look at how urban communities and social groups are engaged in working for social change.

Distributive: SOC; WCult:CI

**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: SOC; WCult:CI

**WGSS 67.04 - Humanities and Human Rights:
Thoughts on Community**

This course will focus on the deep connections between democracy and the role of the arts in the public sphere. We will focus on the work of artists who deem that the role of their creations is to generate dialogue around issues of social justice. We will study the work of writers, filmmakers, documentarians, photographers, and poets, individuals, who make "energy" (intellectual energy) usable in different places and contexts. This course will cross disciplinary boundaries and follow the "comparative method" scrupulously. We will be reading literature with care and learning how to read literarily—with intensive textual scrutiny, defiance, and metatheoretical awareness—a wide array of theoretical, visual and filmic texts.

Distributive: INT or ART; WCult:CI

Index

