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## NEW COURSE SUPPLEMENT 2016

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

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*\*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 2016.

### African and African-American Studies

#### **AAAS 63 - Race Matters - "Race" Made to Matter**

This course is designed to develop students' critical understanding of an engrained, largely unquestioned ideology in U.S. and other societies, the ideology of race. Through readings, visual texts, and guest speakers, students will learn how and why "race" is a social construction, and why and how it is socially real. The role of race in socio-economic inequalities, biases, stereotypes, segregation and separation, and wealth and health disparities are among the topics explored in this course.

Distributive: Dist:SOC; WCult:CI

#### **AAAS 68 - Afro/Black Paris**

This course takes students on a journey, not to a place per se but rather *through* a lived experience integral to it, one defined as "Afro/Black Paris." In exploring the lives and times of people referred to as "Afro French, B/black, and/or N/noir-e-s," students will gain a contextualized and comparative understanding of broader social issues, including race, racialization, and anti-racism, that co-exist with myths and representations of Paris and France as color-blind and race-free.

Distributive: Dist:INT or SOC; WCult:CI

#### **AAAS 80.08 - African American Religion and Culture in Jim Crow America**

The reality of Jim Crow segregation in the United States compelled many African American men and women to use their bodies—their hands, feet, and voices—to create scenes, sounds, and sacred spaces to articulate their existence in America. This seminar explores African American cultural production in the post-Civil War era, with particular sensitivity to religious constructions. Students will engage with a variety of texts, including music, visual art, film, theater, photography, and news media.

Distributive: Dist:ART; WCult:CI

#### **AAAS 80.09 - Carceral Geographies: Explaining Mass Incarceration in the US**

Why are there so many people incarcerated in the United States and why are young people across the US calling for an end to police violence, some even for the abolition of policing? Is mass incarceration an inevitable product of slavery and Jim Crow? Why has prison expansion and law and order been a rallying cry make America safe (again)

precisely at moments when violent crime rates were going down?

This course is designed to explore and explain the role of surveillance, criminalization, policing to historical and contemporary US state formation and global racial capitalism. This course proceeds from the idea that carceral geographies such as prison towns, detention centers, police departments, welfare agencies, and surveillance apparatuses are spatial fixes for social, economic, and political crises. We will engage scholarship from critical prison studies, geography, gender and sexuality studies, and critical ethnic studies to understand the different dimensions and question that emerge from thinking about space, race, gender, sexuality, land, labor, and state capacity together. Students will have an opportunity to build their understanding of the historical and contemporary organization of people, places, ideas and infrastructure that makes up US carceral geographies. Student will also have a chance to familiarize themselves with the history of resistance to penal democracy. This course requires dedicated and rigorous reading. Each week we will read an entire book and analyze it in depth to create shared language and understandings about carceral geographies.

Distributive: Dist:SOC

#### **AAAS 80.10 - The Historical Philosophy of W.E.B. DuBois**

This course will examine the historical philosophy of the towering Black scholar and great freedom fighter of the 20th century. We shall engage in close readings of DuBois' classic work, *The Souls of Black Folk* (1903) as well as subsequent essays in his magisterial corpus, especially his classic autobiography, *Dusk of Dawn* (1940).

#### **AAAS 81.06 - 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: Dist:ART; WCult:CI

### **AAAS 81.07 - Black Noir**

In this course, we will study black American literature that focuses the noir genre on black people themselves. We will read gritty, urban crime novels that attempt to expose inequities in black American lives and dispel the notion that a descent from whiteness results in blackness. Rather, the black people in these texts exist in darkness because they are living in alienated communities. We shall investigate how the noir genre is altered when “noirs” are the subjects and the authors. In addition to primary texts, the course will engage critical responses to these works.

Distributive: Dist:LIT; WCult:W

### **AAAS 83.07 - Cuba in the Black Atlantic: Slavery and Its Legacies**

Among the first territories colonized by the Spanish Empire, Cuba was a main hub of the Atlantic slave trade from the sixteenth through the nineteenth century. Over one million African slaves were trafficked to this Caribbean island. With Cuba as our main port of entry, this course introduces students to the history of African diasporic societies and politics in Latin America and the Caribbean from the late colonial period to the twentieth century. Often treated as figures with no political vision or power, black people were long relegated to the margins of our understandings of history.

Distributive: Dist:SOC; WCult:NW

### **AAAS 87.10 - 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: Dist:ART; WCult:NW

### **AAAS 87.11 - Language in 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: Dist:SOC; WCult:NW

### **AAAS 88.14 - Cities, Subjects & Sonic Africa**

This course poses the questions: What has been the role of musical expression in shaping the experiences of Africans throughout the world? How does sound function as a site of socio-political contestation that reflects and shapes ideas about race, identity, place and belonging? To answer these questions, we situate specific ethnographic case studies within an interdisciplinary framework. Texts, performances, media, and experiential workshops all form an integral part of this course.

Distributive: Dist:ART; WCult:NW

### **AAAS 88.15 - Black Women's Activism, 1970-present**

In this course we will explore several genres of writing, grounded in an intellectual engagement with the creative, scholarly, and activist writing of Black women of all genders from 1970 to the present. How does Black women’s activism constitute a political intellectual tradition that impacts how we do research and pose questions? How does black women’s activism refigure the categories and categorization of knowledge and knowledge production? What does it mean to write oneself into existence if and when knowledge is premised on their epistemic and actual disappearance? This course approaches Black women’s intellectual and cultural production as one entry point into the project of creating from nothing, writing to become, writing as an act of survival, and writing to envision and practice new worlds. These are all vital skills in a rapidly transforming social, economic, political and climatic landscapes.

Distributive: Dist:SOC; WCult:CI

### **AAAS 88.16 - Sovereignty, Race, and Rights**

This course examines the colonial legacies of rights, race, gender, and difference and their significance for contemporary global politics and development. By taking an socio-historical approach to the idea of rights we will

make connections between sovereignty, the rule of law, representational practices, economy, and citizenship. We will use a critical eye to explore the conditions of possibility that allow states, development organizations, donor agencies, and individuals to unwittingly reproduce centuries-old tropes of poverty, degradation, and helplessness of non-Western peoples. Examining various institutionally structured encounters between Europeans and non-Western peoples we unpack assumptions about the naturalness of power. In postcolonial societies the tensions between ideas of tradition and modernity structure many conflicts over rights, citizenship, and the role of the individual in society.

Distributive: Dist:INT or SOC; WCult:NW

### **AAAS 88.17 - Visual Culture**

This class examines visual art, sound, film, and digital media. We will learn how to think about and make sounds and images in historically and ethnographically rich ways. In the process we examine notions of power, difference, history, culture, race, class, gender. Twentieth-century politics and culture were intimately linked to the rapid development of radio, television, film, video, and digital media. These media have creatively engaged with local cultural practices around the world in reshaping the nature of artistic expression, national, gendered, and racial difference, and political power. This course explores the politics and pragmatics of art, photography, and film in order to delineate visual and embodied ways of presenting and experiencing the world particularly in relation to race and gender.

Distributive: Dist:SOC; WCult:NW

### **AAAS 88.18 - Black Feminisms in the French Atlantic**

French colonialism and particularly French transatlantic slavery between the 17th and 19th centuries produced a shared linguistic and cultural legacy as well as a sustained political struggle carried by Black populations in France, sub-Saharan Africa, the Caribbean, and Québec. Although combatting racial inequality and white supremacy is generally understood through the lens of movements in the US, or the example of South African apartheid, this course invites students to consider such undertakings from a fundamentally transnational point of view by focusing on Black Feminisms in the French-speaking African diaspora. Open to all students. Text, lectures and discussion in English.

Distributive: Dist:INT; WCult:CI

### **AAAS 90.07 - From Africans to African Americans: Perspectives on the Creation of African Diasporas**

This seminar will explore the diversity of African cultures in early modern Africa and the impact of the Atlantic slave trade, the experience of the Middle Passage, and the creation of diasporic cultures in the Americas. Using a

variety of sources, including ethnographies, films, and literature, students will consider the richness of African cultures from the sixteenth to the eighteenth centuries and their influence in the creation of new cultural traditions in the Americas. Open to students who have taken one course in AAAS or who have permission from the instructor.

Distributive: Dist:INT or SOC; WCult:NW

### **AAAS 90.08 - Afro/Black Europe**

The goal of this course is to examine the contemporary experiences of people racialized as black in Europe—including those who do not self-identify as such—and analyze aspects of race and racialized relations that are unique to Europe. Through guest lectures, reading, and film, students will gain a critical awareness of race/racialization and its impact in a variety of European countries, and attain exposure to an evolving, international field of inquiry: Afro/Black European Studies.

Distributive: Dist:INT or SOC; WCult:CI

## **Anthropology**

### **ANTH 12.12 - Language, Landscape, and Identity in Native North America The voices of Time Immemorial**

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.

Distributive: Dist:TMV; WCult:CI

### **ANTH 12.14 - 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: Dist:SOC; WCult:NW

### **ANTH 12.21 - The Politics of Latin@ Ethnography**

Ethnography, both as a set of methodological and textual practices, is central to anthropology. In this course we will explore the development of Latin@ ethnographic traditions by examining tensions emerging out of and in response to ethnographic writing. Latin@ critiques to ethnographic projects that construct Latin@s as homogenous, pathological, and pre-modern have taken various forms. In this course we will consider Latin@ ethnographic, autobiographical, and literary texts that grapple with issues of representation (gender, class, sexuality, race), power, and history to understand the socially constructed nature of Latin@ culture in its varied regional and ethnic contexts.

Distributive: Dist:SOC; WCult:CI

### **ANTH 12.22 - The Culture, Science, and Practice of Wellness**

The course will provide students with an understanding of the emergence of ‘wellness’ as a cultural category and will encourage students to interrogate how wellness intersects with and diverges from other related categories of ‘health,’ ‘illness,’ and ‘disease.’ The course draws on perspectives from medical and psychological anthropology and students will be introduced to evidence-based strategies and skills that can be applied at the individual and the community level to foster wellness. A key strength of this course is its multidisciplinary scope and the opportunity for students to engage with faculty from diverse scholarly and professional backgrounds. By requiring students to work across the intersection of anthropological, clinical, and public health fields, this course offers a unique opportunity for students to experience the challenges and potential of collaborative and engaged forms of scholarship.

Distributive: Dist:SOC; WCult:W

### **ANTH 12.23 - Introduction to African Studies**

This course introduces a global socio-historical framework within which to examine Africa in relation to multiple African Diasporas and notions of mobility. Considering the historical contexts of contact between Africa, Europe, and the Americas, we examine cultural, economic, and philosophic aspects of Africa. We will examine how ideas of what it means to be African culturally, racially, and politically are continually produced and contested. The moment of independence of many African nation-states from European colonial rule in the mid 20th century operates as a centering point from which we will examine economics, race, politics, and artistic expressions. We will

consider ideas of “tradition” and “modernity,” representations of Africa, more recent processes of commodification, as well as various cultural and political responses to them.

Distributive: Dist:SOC; WCult:NW

### **ANTH 29 - Landscape Archaeology**

Landscape archaeology seeks to better understand human history through the systematic exploration of large regions, documenting the age and distribution of ancient settlements and other features such as roads, canals, and field systems that are visible on the ground surface. As opposed to focusing on individual sites, landscape archaeology provides a regional perspective on the ancient world and is therefore uniquely capable of revealing past trends in population, the density and distribution of settlement over time, and the ways that ancient peoples interacted with and understood their environments.

Distributive: Dist:SOC

### **ANTH 33 - The Global Caribbean**

Paradise or plantation? Cultural destination or economic periphery? Capitalist birthplace or IMF delinquent? From the Columbian conquest to contemporary tourism, the Caribbean has borne the burdens and opportunities of being an intercontinental crossroads. Colonial governments, enslaved Africans, indentured servants, and foreign settlers have all made the Caribbean an exemplar of modernity and globalization—for better or worse. Drawing on social scientific, literary, and policy texts, this course offers an historically deep and geographically broad anthropology of the Caribbean.

Distributive: Dist:SOC; WCult:NW

### **ANTH 34 - Comparative Perspectives on the U.S.- Mexican Borderlands**

The borderlands will be examined in ways that take us from a concrete analysis of the region, including conflict and organizing efforts at the border, to more abstract notions that include strategies of cultural representations and the forging of new identities. We will consider several analytical perspectives relevant to anthropology including: gender, identity, resistance, economics, globalization, migration, and the politics of everyday life. (TOPIC)

Distributive: Dist:SOC; WCult:CI

### **ANTH 42 - Medical Gross Anatomy: Scars of Human Evolution**

Human anatomy is important for medical professionals, artists, and anthropologists. This dissection-based course will explore the human body and its many imperfections. The deficiencies of our bodies—clumsy compromises in our teeth, feet, backs, bottoms, and birthings—are chronic clinical concerns that reflect our evolutionary history. Taking a cue from Wilton Krogman’s 1951 classic, *Scars*

of Human Evolution, this course will demonstrate how and how far the human body fails by the standards of intelligent design.

Distributive: Dist:SLA

#### **ANTH 44 - Language, Gender & Sexuality**

This course will introduce students to foundational and current thinking about the connections among language, gender, and sexuality, from readings in linguistics, sociolinguistics, linguistic anthropology, and feminist theory. A cross-cultural approach will characterize the class, and units will link language, gender and sexuality to themes such as power, (in)equality, and identity. Students will also be encouraged to consider the significance of gender and sexuality in the context of quotidian language use.

Distributive: Dist:SOC

#### **ANTH 50.19 - Circumpolar Archaeology and Environments**

This course focuses on Arctic history as revealed by archaeological research on the 40,000-year history of humans in the Arctic and how Arctic peoples and cultures adapted to and changed Arctic environments from Late Pleistocene times to recent times. The course covers the historical development of Arctic archaeology, relevant archaeological and anthropological theory, methods of archaeological analysis and interpretation, and how archaeology is practiced in the North today. The latter topics will include issues like repatriation, museum collecting and display, heritage awareness, tourism, economic development, education, and climate change.

Distributive: Dist:SOC; WCult:NW

#### **ANTH 50.20 - The Poetics and Politics of Sounds and Words**

This course explores how music and language shape our social worlds and help us imagine new futures. Students will study how music and language are summoned in the service of power but are also used by people to craft and express their own personal and political identities and experiences. The course is designed to give students an introduction to anthropological approaches to language, music, and the dynamic relationship between them in a variety of cultural contexts.

Distributive: Dist:INT or SOC

#### **ANTH 50.21 - Visual Culture**

This class examines visual art, sound, film, and digital media. We will learn how to think about and make sounds and images in historically and ethnographically rich ways. In the process we examine notions of power, difference, history, culture, race, class, gender. Twentieth-century politics and culture were intimately linked to the rapid development of radio, television, film, video, and digital

media. These media have creatively engaged with local cultural practices around the world in reshaping the nature of artistic expression, national, gendered, and racial difference, and political power. This course explores the politics and pragmatics of art, photography, and film in order to delineate visual and embodied ways of presenting and experiencing the world particularly in relation to race and gender.

Distributive: Dist:SOC; WCult:NW

#### **ANTH 50.22 - Sovereignty, Race, and Rights**

This course examines the colonial legacies of rights, race, gender, and difference and their significance for contemporary global politics and development. By taking an socio-historical approach to the idea of rights we will make connections between sovereignty, the rule of law, representational practices, economy, and citizenship. We will use a critical eye to explore the conditions of possibility that allow states, development organizations, donor agencies, and individuals to unwittingly reproduce centuries-old tropes of poverty, degradation, and helplessness of non-Western peoples. Examining various institutionally structured encounters between Europeans and non-Western peoples we unpack assumptions about the naturalness of power. In postcolonial societies the tensions between ideas of tradition and modernity structure many conflicts over rights, citizenship, and the role of the individual in society.

Distributive: Dist:INT or SOC; WCult:NW

#### **ANTH 66 - Human Biological Variation**

How do human populations adapt to their local environments? What is more important for influencing human variation—genes or the environment? In this course you will learn about patterns of modern human biological variation as well as research methods employed by biological anthropologists to study these patterns. You will also learn important skills for all anthropologists, including hypothesis generation, study design, how to write a grant, and how to be an effective reviewer.

Distributive: Dist:SCI

#### **ANTH 76 - The Evolution of Upright Walking**

This is an advanced course designed to explore in-depth both the historical and current understandings of human bipedalism. This course is reading-intensive, with an average of 5 primary journal papers assigned per meeting. We will investigate hypotheses for why bipedalism evolved, the form of locomotion bipedalism evolved from, and the fossil evidence for early hominin bipedality in the ardipthecines and australopithecines.

Distributive: Dist:SCI



## Art History

### **ARTH 5 - Introduction to Contemporary Art**

This course introduces students to contemporary art practices from the late 1960s up to the present. It is focused thematically around key concepts such as: the body, identity, postmodernism, institutional critique, site-specificity, memory, ecology, and ethics, among others. Class periods will be organized around key-works/figures with attention paid to understanding not only different trends and currents in global contemporary art practice, but also the different kinds of scholarship we can use to unpack, situate, or contest its claims. Moving across a wide range of media and techniques/formats of display, this course will offer students critical tools for analyzing a range of visual media including: painting, video, film, photography, performance, and land art.

Distributive: Dist:ART; WCult:W

### **ARTH 40.05 - Latinx Art & Activist Print Media**

Since the late 1960s, printmaking and print cultures have been at the center of constructing identity discourses for Latinx communities in the United States. Through the analysis of prints, political graphics, comics, zines, and ephemera, we will study how the printed image negotiates relations of power. From posters of United Farm Worker boycotts and broadsides of the Young Lords to contemporary prints that narrate stories of migration and belonging, we will delve into graphic media and consider notions of authorship (collective/individual), activism, display, dissemination, consumption, collecting, and technology. Students will learn to think critically and empathetically about how these collective modes of art-making foreground the politics of representation: what we see, how we see, who gets to control our image, and how can printed multiples challenge those narratives. Students will enhance their skills in visual analysis and writing, gain experience in collaborative printmaking, and refine their ability to conduct original research. No prerequisites or prior knowledge of Art History and Latinx Studies is required for the course.

Distributive: Dist:ART; WCult:CI

### **ARTH 62.81 - Women, Gender, and Art in East Asia**

This course will focus on women as the subjects, the creators, and the patrons of art in China, Korea, and Japan from the 16th century to the present. It will be organized chronologically, culturally, and thematically. This will involve an exploration of powerful matrons of art and their aspirations, a historical survey of women artists and their artistic contributions, and an examination of the religious and secular images of women and its limitations. The course will also look at contemporary artists and investigate their artistic discourses, messages, and experimentations. Extensive attention will be given to the creation, modification, and persistence of these images

throughout history, due to various social, economical, psychological, and intellectual conditions. This course will develop students' thinking skills in the history of art and improve their ability to conduct research and communicate both orally and in writing within the discipline.

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

Distributive: Dist:ART; WCult:NW

### **ARTH 83.03 - Modern Art, Spectacle, and Strategies of Resistance**

In this seminar, we will take a historical and theoretical approach to understanding the diverse sets of strategies that artists have employed to disrupt, contest, playfully oppose, and ironically challenge power, broadly construed. We will focus on nineteenth and twentieth-century (mostly European) artists who were committed to producing critical or counter-discursive art in moments of political tribulation.

Distributive: Dist:ART; WCult:W

### **ARTH 83.04 - Contemporary Art: Disaster, War and the Ethics of Witnessing**

This seminar focuses on the relationship between lens-based media and moments of catastrophe in order to think creatively about how both operate pictorially. What constitutes the category of catastrophe—as opposed to crisis, war, etc.—and how does that category structure but also exceed photographic representation? We will look at photographs and films that bear witness to massacres, genocides and terrorist attacks. Some of the case studies include Auschwitz, Hiroshima, Apartheid South Africa, the Vietnam War, the Palestinian Nakba, the Cambodian Genocide and the Lebanese Civil War. We will also look at the role images play in documenting more recent events such as the Gulf War, the 9/11 terrorist attacks in New York, the 2011 earthquake in Fukushima, the Syrian Civil War and the European migrant crisis. Readings will take us through photographic history, critical theory, and art history. Our study will conclude in considering how artist themselves have theorized the place and purpose of photography and film in historical catastrophes. Underlying the arc of our study are three interrelated categories of questions. These concern: 1) the relationship of aesthetics to ethics and politics; 2) the relationship of those models of visibility and visibility to subaltern ways of understanding history 3) the ways in which art relates to questions of alterity and agency, which is to say how art might *speak to* without *speaking for* the victims of catastrophe.

Distributive: Dist:ART

## Asian and Middle Eastern Languages and Literatures Arabic Chinese Hebrew Japanese

### **ARAB 5.01 - Introduction to Middle East Politics**

This is a gateway course to the political life of the Middle East. It will introduce students to the main political issues and dynamics of the region, including:

- - Conflict and civil wars, from the Arab-Israeli conflict to the Syrian collapse
- - Security arrangements, especially in oil-rich countries
- - The political economy of (mal)development
- - Political ideologies and the conflict between liberalism, nationalism and Islamism
- - International politics and the American presence in the region
- - Rivalries and alliances among Middle Eastern powers, including Iran and Turkey
- - The return of authoritarianism and stalled democratic processes
- - Terrorism
- - Anti-colonialism

We will cover the basic contours and intellectual debates around these issues, analyzing the main texts tracing their development. The aim of this course is not only to familiarize students with the basic political features of the Middle East but also to equip students with the tools necessary to pursue future academic and analytical work on the politics of the region.

Distributive: Dist:INT or SOC; WCult:NW

### **ARAB 5.02 - Arab Political Thought**

This is a gateway course to Arab political thought. It will introduce students to the main political and intellectual debates in the modern Arab world since its nascent beginnings during the first half of the 19th century to the ideologies that animated the Arab Spring and its aftermath, including:

- Early accounts of political modernity
- Early Islamic revivalism
- Liberal thought
- Nationalism and Pan-Arabism
- Arab socialism, Marxism and the New Left
- Anti-Colonialism and Occidentalism
- Dreams of Domination
- Citizenship, democracy and human rights

- New directions in Arab thought: Liberalism, nationalism and Islamism

We will cover the basic contours and intellectual debates around these issues, analyzing the main texts tracing their development. The aim of this course is not only to familiarize students with the basic political features of the Middle East but also to equip students with the tools necessary to pursue future academic and analytical work on the politics of the region.

Distributive: Dist:INT or SOC; WCult:NW

### **ARAB 6.01 - The Making of the Modern Middle East**

This panoramic course surveys major developments in Middle East history, politics, and society. Covering more than a two hundred year stretch, we will move across an expansive geography encompassing North Africa, the Levant, the Arabian Peninsula, and parts of Central Asia. Throughout this journey, particular attention will be paid to five important themes: imperialism, modernization, nationalism, Islam, and revolution. In the process of navigating these seminal topics, we will develop a more nuanced understanding of the modern Middle East and a greater appreciation for the insights offered by primary sources, from poems and national speeches to songs and motion-pictures, into the region's dynamic past. We will begin with a basic question – what and where is the Middle East? – prior to exploring the impact, importance, and mechanics of empires (Ottoman, French, British). Once elucidating this imperial backdrop, we will study sweeping reforms, struggles for independence, and the fashioning of nation-states, before examining a series of revolutionary moments, America's presence in the Middle East, and the "Arab Spring" and its aftermath. Whenever possible, we will strive to illuminate ordinary people, as opposed to only elite actors, who contributed to the making of the modern Middle East.

Distributive: Dist:INT or SOC; WCult:NW

### **ARAB 6.02 - Soundscapes of the Middle East**

In recent years, scholars have started to question the conspicuous "silence" pervading many academic works that privilege one sense – sight – to the detriment of all others. This seminar builds upon these long overdue efforts by critically engaging the writings of historians, anthropologists, ethnomusicologists, and media experts with the aim of uncovering how the study of sound may radically enrich our understanding of the modern Middle East. Beginning with an overview of sound studies, we will consider where multi-sensory scholarship on North Africa, the Levant, and the Gulf fits into this burgeoning field of inquiry. After situating the Middle East within a body of literature that is at once innovative and highly interdisciplinary, we will then shift to exploring several key themes, including religion, popular culture, mass media, gender, space, and the environment, in relation to the region's soundscapes. We will listen to audiocassette

sermons in Egypt, jazz in Istanbul, and the din of warfare in Iraq, among many other acoustic items, to gain a greater appreciation for the centrality of sound in people's everyday lives and its significance in the domain of Middle Eastern studies.

Distributive: Dist:INT or ART; WCult:NW

### **ARAB 61.09 - Egyptian Culture, Society, and Politics**

This seminar will examine the cultural, social, and political life of modern Egypt. One way of examining this complex society is through revisiting Egypt's struggle with modernity. From Mohamad Ali's modernization program in the 19th century to the recent chanting for freedom in Tahrir Square, Egypt's different social forces, state, and international partners have been shaping its modernity in different—sometimes contradictory—ways. This struggle transformed the political, economic, social and cultural landscape of the country, and continues to be the focal point of its unfolding drama. The spread of modern ideologies (nationalism, liberalism, socialism), the construction of Islamism, the reordering of social hierarchies and family structure, the transformation of norms and values, among other issues, are better understood when read as part of this long, twisted, and tormented march of modernity.

Distributive: Dist:SOC; WCult:NW

### **ARAB 61.10 - Women and War in Modern Arabic Literature and Film**

Women are central figures in the political upheavals of the modern Middle East; their images have had a remarkable hold on national and international imaginations. This course investigates the representations of women and war in literature and film through such topics as colonialism and decolonization, Third Wave feminism, civil war, gendered spaces, the gender politics of national symbolism and liberation, as well as the politics and aesthetics of documentary film.

Distributive: Dist:LIT; WCult:NW

### **ARAB 81.03 - Images of the West in the Arabic Novel**

This course analyzes the ways Arabic novelists have constructed the image the “West”

and the socio-political function this image has served in Arab society. We will read ten

representative works by writers from Egypt, Lebanon, Algeria, Sudan, Palestine, and

Iraq. Written over more than half a century, these novels present different—sometimes

contradictory—perspectives on the “West.” Some of these novels are focused primarily

on East-West relations while others represent the West in the context of large-scale sociocultural

transformations in the Middle East and broader global political dynamics. To

anchor our discussion of the topic and to broaden our knowledge of the ways Arabic

literature has depicted the “West,” we will also read a variety of critical texts that explore

the image of the West in the Arab world.

Distributive: Dist:INT or LIT; WCult:NW

### **ARAB 81.04 - Arab Theatre**

This class is a survey of the main trends and themes in Arab theatre from the mid-19th century to contemporary times. Students will be introduced to some of the main playwrights, actors and directors who helped define the art in the Arab world over the last century and a half.

Distributive: Dist:ART; WCult:NW

### **CHIN 61.04 - Modern Chinese Literature across Time, Space and Media**

This upper level survey course will introduce participants to major works in modern Chinese literature and related media forms, as well as academic discussions surrounding them. Using a variety of sources, including literary texts, films, music, ballet, installation, and digital arts, we will closely examine each in terms of their content and form. We will look at associated original texts, undertake critical analyses of their social contexts, and consider their influences and the challenges they face in China and the world. We will also introduce at least two genres of literature and arts each week, and compare how similar motifs unfold in different ways through different media. By highlighting the temporal development of modern Chinese literature as well as the spatial dissemination of the texts, the course will allow participants to realize both the depth and range of modern Chinese literature.

Distributive: Dist:LIT; WCult:NW

### **CHIN 62.03 - Women and Power in Traditional Chinese Literature and Art**

This course will explore the relationship between women and power in traditional Chinese literature. We will study how representations of gender and women in traditional Chinese literature acquired political implications. We will also look into how Chinese women participated in literary and intellectual activities and what kind of agency such activities could bring to them. Using a variety of sources from literary texts to films to paintings, we will study the expressivity of each in relation to a gendered voice. Session topics and reading materials will be arranged in a roughly chronological order. For some weeks, we will read texts on similar issues by both female and male authors in order to compare their perspectives. Where relevant, we will also introduce perspectives from modern authors, or

authors from outside China, to give the students a broadly contextualized view of the subject.

Distributive: Dist:LIT; WCult:NW

### **JAPN 62.02 - Image and Text in Modernizing Japan**

Images and text have been variously combined in the Japanese tradition, from the ancient picture scrolls to today's manga (comics). This course traces the evolution of such media in early modern Japan, with a focus on the late nineteenth century shift from the "communal reading" of visually-oriented texts to the silent, solitary reading of fiction. Some consideration will also be given to the re-emergence of the visual imagination in film, manga, and animation. Topics include: the nature of "reading," strategies of mixed media.

Distributive: Dist:LIT; WCult:NW

## **Asian and Middle Eastern Studies**

### **AMES 21.12 - 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: Dist:ART; WCult:NW

### **AMES 40.09 - 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: Dist:ART; WCult:NW

### **AMES 41.13 - Jews and Arabs: Entangled Histories**

In this course we'll read memoirs written by Jews in various places and circumstances during the twentieth century. Some came to the U.S. or went to Canada or Israel; others were trapped or chose to remain in Europe. Still others were born in places from which they never emigrated, and yet their narratives reveal some of the same questions raised in the work of those who did. All of them lived either on the fringe or with the uncertainty that was a condition of their lives, laboring under the stress of assimilation, displacement, or a threat to their survival. Who were these individuals, and what do their personal narratives offer about themselves, their communities, and their time? Did their dual participation in society contribute to an enriched or problematic identity? What did they create from their ambiguous or excluded status? We'll also look at the role memoir has played in Jewish life. Does it have a long tradition, or have Jews avoided presentations of the self? Where do memory and survival intersect? How does each writer see him or herself—as a conveyor of individual or collective memory? To what extent is writing rescue of the past, and to what extent affirmation of a future? Readings will include sections, to be selected, of the following. Dates will be assigned before the start of the term. Selections will be accompanied by supplementary readings.

Distributive: Dist:SOC; WCult:CI

### **AMES 41.14 - 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: Dist:SOC; WCult:CI

### **AMES 42.14 - Political Economy of Development in Colonial and Postcolonial South Asia**

In 1947, India was partitioned into India and Pakistan. Since then, these countries have wrestled with issues of governance and development, but colonial rule casts a long shadow over their efforts. This course introduces students to the complex politico-economic landscape of the subcontinent by examining how the idea of development changes in modern South Asian history. How are developmental efforts embedded in contexts of politics, society, and culture? How do political systems affect decisions? This course considers these questions by examining themes such as the colonial state's construction of railway and irrigation networks; Gandhi's critique of industrialization; Nehru's vision of an industrial economy; the challenges posed by Partition and militarization of Pakistan; the Green Revolution; and the onset of economic deregulation.

Distributive: Dist:INT or SOC; WCult:NW

### **AMES 42.16 - The City in Modern South Asia**

South Asian cities are currently undergoing massive demographic and spatial transformations. These cannot be understood without a consideration of both the specific history of South Asia and a broader account of urban change. This course examines these changes in historical perspective and situates urban South Asia within a global context. How did colonial rule transform cities such as Delhi, Lahore, and Bombay? How were the differing ideologies of India and Pakistan mapped onto new capitals such as Chandigarh and Islamabad? How are ethnic pasts and techno futures reconciled in booming cities such as Bangalore and Mumbai? How are slums produced and what are the experiences of people living in them? What are the connections between the urban environment and political mobilization? We consider a range of sources, including scholarly literature, films, and short stories.

Distributive: Dist:SOC; WCult:NW

## **Biological Sciences**

### **BIOL 41 - Cells into Organs: Assembly, Function and Disease**

How do cells organize into the myriad forms of tissues and work together to perform specific physiological functions? In this course, we will use epithelial tissues as an example to explore these fundamental questions. Epithelia are among the most common types of tissue organization in animals. They line the cavities, ducts and surfaces of all the major organ systems and provide a variety of functions such as secretion, protection and sensing. During development, epithelial tissues also function in morphogenetic processes that guide the formation of body patterns. Defects in epithelial growth control and function

play a major role in human diseases such as cystic fibrosis and cancer. The goal of this course is to understand the form, dynamics and function of epithelial tissues, and how dysregulation of epithelia can lead to various human diseases.

Distributive: Dist:SCI

## **Classics Classical Studies Greek Latin**

### **CLST 10.06 - The Concept of Love in Roman Literature**

This course explores the importance of love as a concept in the ancient Roman literary imagination. Vergil's famous phrase "love conquers all" (*omnia vincit amor, Eclogues 10.69*) encapsulates the centrality of *amor* to the poetic genre of elegy. But the notion of love as a conquering force also hints at its ability to overwhelm, subdue, and destroy. The idea of love, broadly conceived, is embedded in the literature, philosophy, scientific thought, religion, and art and archaeology of the Romans. We will explore love in its various forms – devotion, lust, physical sexuality, friendship, and familial bonds – by looking at the central authors and genres of the Latin literary tradition (in English translation). Our discussion of these core texts will be further enriched by an examination of additional ancient sources, including Greek and Roman visual art, monuments and architecture, coins, and inscriptions.

Distributive: Dist:LIT; WCult:W

### **CLST 10.07 - Ancient Magic and Religion**

Bindings and curses, love charms and healing potions, amulets and talismans – from simple spells to complex group rituals, ancient societies made use of both magic and religion to try to influence the world around them. In this course, we shall examine the roles of magic and religion in the ancient Greek and Roman worlds, paying special attention to their local contexts and to the myths and actual techniques ancient practitioners used to serve their clientele.

In this class, we examine descriptions of religious and magical practices in the multicultural contexts of ancient Greece and Rome. Our sources include literary accounts, legal documents, and material objects, such as inscriptions, amulets, tablets, voodoo dolls, and papyri.

Distributive: Dist:INT or TMV; WCult:CI

### **CLST 11.06 - Sex, Celibacy, and the Problem of Purity: Asceticism and the Human Body in Late Antiquity**

Late Antiquity (c. 300-500 C.E.) was a time when Christians struggled to understand how gender, family life, and religion could intermesh. Did virgins get to heaven faster than those who marry? Can a chaste man and woman live together without succumbing to lust? Were men holier than women? What about women who behaved like men?

This course examines the changing understanding of the body, marriage, sexuality, and gender within Christianity through reading saints' lives, letters, polemical essays, and legal texts. Open to all classes

Distributive: Dist:TMV; WCult:W

## Classics Classical Studies Greek Latin

### LAT 22.01 - Lucretius

The title of Lucretius' poem suggests a treatise on natural science, and in fact there is a good deal of natural science in the poem, both what we would call theoretical physics (e.g. the Law of Conservation of Matter) and what we would call psychology (e.g. how dreams work) and anthropology (a rudimentary theory of evolution). In addition, there is an urgent concern with certain topics in ethics: how to manage certain fears, how to handle sexual urges, how to rise above ordinary sources of distress. The poetry itself is alternately very technical and richly beautiful. Lucretius was an important poetic influence on both Vergil and Ovid.

The class will read extensively from the *De Rerum Natura* in Latin and will also study materials in English that introduce related ancient texts and some contemporary views on Lucretius' project.

Distributive: Dist:TMV; WCult:W

### LAT 24.01 - Ovid's Metamorphoses

In this course, we will study Ovid's endlessly fascinating epic masterpiece about form and transformation. Our Latin readings will focus on stories from Books 1, 3, and 5, but we will read the whole poem in English. We will discuss myth, metapoetics, sex, gender, genre, intertextuality, politics, propaganda, the marvelous, and whatever else these dazzling stories suggest to us. We will think about Ovid's place in Augustan culture and Latin literary history, and explore recent critical approaches to the *Met.* In addition, a final project will allow you to investigate the impact that Ovid's poem has exerted on the history of Western (and non-Western) art and literature, from the Middle Ages into the 21st century.

Distributive: Dist:LIT; WCult:W

## Cognitive Science

### College Courses

#### COCO 20 - Making Music: The Art, Science, and Symbolism of Musical Instruments

A hands-on course in which students working in groups build and assemble simple musical instruments with the aim of understanding how materials, technologies, craftsmanship, and cultural knowledge interact in the conception, design, and production of diverse instruments

around the world. Merging the methodologies of engineering and materials science with the approaches of arts and humanities, the course explores from an interdisciplinary perspective the social meanings and powers ascribed to musical instruments, and the way that instruments have come to function as potent symbols of personal, cultural, and political identity.

Distributive: Dist:ART

## Comparative Literature

### COLT 1 - Read the World

Do you know how to read? Faces. Words. Pictures. Bodies. Games. Books. People. What are you really doing when you *read the world*? This course teaches comparative methods designed to confront the (mis)understandings and (mis)translations that constitute reading across the world's languages, locations, cultures, historical periods, and expressive forms. Classwork consists of hands-on exercises that engage ancient and modern myths and materials drawn from various media: text, movies, video games, anime, and digital arts.

Distributive: Dist:INT or LIT; WCult:CI

### COLT 10.18 - NecroRomance in The Tale of Genji: Memory, Desire, and the Gothic Sublime

*The Tale of Genji* is regarded as the world's first novel, yet its reputation as a classic of global literature raises a vexing question about cultural appropriation and the ethics of translation. Is *Genji*'s status merely the effect of its being judged by Western critical standards? In addressing this question the course will focus mainly on two elements that the *Genji* shares with some Western novels: Gothic narrative conventions; and an aesthetic of the sublime.

Distributive: Dist:LIT

### COLT 35.03 - Arab Cultures in 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: Dist:INT or LIT; WCult:NW

### **COLT 40.05 - Material Realities, Material Matters: A Brief History of Paper and Other Writing Surfaces**

The age of paper is said to be over because so much data are digital now. Yet we are far from being a paperless society. Paper is still everywhere in our everyday lives (think money) and even in our language (“I have to write a term paper”). In this course, we will trace the media history of paper and other writing surfaces—from clay tablets, to papyrus, to Gutenberg’s letterpress, to the industrial age of newsprint, to the pdf—to find out how paper permeated modern culture and civilization as deeply as it did.

Combining media-historical and literary readings, we will study the impact that paper had on literary and intellectual production. How might the choice of writing surface both enable and restrict the writer’s creative possibilities? Theoretical readings by McLuhan, Foucault, Kittler, and Johns; selected literary writings by de Pizane, Diderot and D’Alembert, Defoe, Lichtenberg, Dickens, George, and Sudjic. Parts of the course will be taught hands-on with print objects from Rauner Library.

Distributive: Dist:LIT; WCult:W

### **COLT 42.05 - Cultures of Surveillance: Globalization and Film Trilogies**

*Who’s watching whom, and why does it matter?* A number of 21st century popular film trilogies highlight cultures of surveillance within the context of globalization. Is there a relationship between plots based on global surveillance techniques and the fact that these plots are so successfully developed through film *per se*? What is the implied role of the viewer in such films? In what way does trilogy as a form of fragmented storytelling contribute to our understanding of surveillance across borders? Who identifies with whom in these tripartite visual narratives of globalization? What is the relationship among intertwined plotlines, global/international intrigue, geo-political borders, the role of the hero, and the role of viewers?

Distributive: Dist:LIT; WCult:W

### **COLT 49.04 - Law and/as Literature**

Ever since the exclusion of poets from Plato’s Republic, literature has often been accused of being dangerous and useless to society. Law, on the other hand, with all of its sovereign splendor and control over society, is considered to work at the behest of the *status quo*. Although sharing the same medium (the written text), law and literature seem to be worlds apart. This class will probe the intricate relationship of law and literature, both the representation of the law *in* literature (as in *Oedipus*, *Michael Kohlhaas*, *Billy Budd*, *In the Penal Colony*, *The Trial*) and how law itself in its rhetoric and theatricality is a kind of literature (particularly the courtroom drama): in other words, law *as* literature. Whether it be the *US Constitution*, the *Declaration of Independence*, *The Declaration of the Rights of Man and of the Citizen*, the testimony and court documents in the Eichmann Trial (see Arendt), or certain

major Supreme Court decisions, the law cannot escape its figurative, theatrical, political and even criminal dimension. The conflicted and yet close relation of law and literature in its various permutations lies at the heart of this class. While representation of trials in literature may reflect self-consciously upon the political and legal thrust of the literary text, trials of literary works question the literature’s status as legitimate object of scholarly inquiry. What are the accusations to which literary studies have had to answer? Is the law confined to the prohibiting, limiting and controlling part in this relationship while literature can operate as the transgressor of norms or as the playground for textual and societal experiments? The class will thus have to consider the *inherent excess (or lawlessness) within the law itself* while at the same time addressing *literature’s normative and disciplining effects*.

Distributive: Dist:LIT; WCult:W

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

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

Distributive: Dist:LIT

### **COLT 49.06 - Multilingualism and its Others**

“Multilingualism” and “monolingualism” are notions that appear clear-cut, uncontested, and normative. But are they? In this course, we will examine the rise (and fall) of multilingualism and its others—especially monolingualism—to sharpen our understanding of these terms’ use and implications. Where and when did they emerge historically? Whom do they benefit or harm socially? What do they mean theoretically? What challenges do they pose to writing, translation, the global traffic of texts, and language-learning advocacy? Readings will draw on several disciplines, with research projects reflecting each student’s investment in the topic.

Distributive: Dist:SOC

### **COLT 57.09 - Fascisms**

This class is about fascisms and the plural is not a typo. We will ask ourselves the question: how did fascism rise to power? Why did people support it? We will focus

initially on the original model for fascist dictatorships, that is Italian fascism, but we will also have in-class presentations by Dartmouth professors on German, Spanish, French and Japanese forms of fascism. This is a course that will concentrate on history, film, literature, and fashion in order to talk about the slippery definitions of fascism.

Distributive: Dist:INT; WCult:W

### **COLT 61.01 - Art Writing and Writers on Art**

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

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

Distributive: Dist:ART; WCult:W

### **COLT 62.03 - Zombies, Cyborgs, and Clones in Dystopian Fiction and Film**

From the zombie apocalypse to fears of killer robots and technology run amok, current popular culture is fascinated by end-of-the-world nightmare scenarios. Classic dystopian novels like Orwell’s *1984* and Lewis’s *It Can’t Happen Here* have recently topped bestseller lists, while shows like *The Walking Dead* dominate the television ratings. Why are we obsessed with apocalyptic and dystopian scenarios? How might this obsession be related to politics, technology, and the media we both use and consume?

Distributive: Dist:INT or LIT

### **COLT 62.06 - Berlin-New York-Hollywood: A Cultural History of Exile**

This course focuses on the condition of exile. It takes as its main example “one of the largest and most dramatic mass migrations to this country in the twentieth century,” namely that of some 130,000 German-speaking refugees who arrived on these shores between 1933 and 1945. The course will examine several of the most significant areas that were influenced by this vital cultural shift: the American academy and intellectual life; the film industry (“Weimar on the Pacific,” as Hollywood was sometimes called); and, more generally, the political and cultural debates concerning the “German Question,” i.e., what to do with Germany after the war. We will explore how the exiles viewed their role and how they viewed the interplay between American and European culture.

Distributive: Dist:INT or ART; WCult:W

### **COLT 65.03 - Transpacific Ecologies**

This course focuses on the Pacific—the body of water, the islands and their human and non-human denizens, as well as the nation-states and international organizations that parlay across it – to consider how global capitalism affects ecological futures in the “Asian Century.” Students will process a range of cultural texts (fiction, film, graphic novels, policy documents, and news media) from the region through the primary theoretical frameworks of feminist science studies and decolonial thought.

Distributive: Dist:LIT; WCult:CI

## **Computer Science**

### **COSC 49.03 - Lower Bounds in Computer Science**

In this course we shall study things that computers *cannot* do. In a typical Algorithms course we learn several ingenious techniques to solve problems efficiently. In contrast, in this course we shall learn how to prove that certain problems cannot be solved too efficiently. For example, you probably know that a set of  $n$  integers can be sorted using  $O(n \log n)$  comparisons. We shall now learn how to prove that  $O(n \log n)$  is the best we can hope to do: in other words,  $(n \log n)$  is a *lower bound* on the number of comparisons required to sort.

During the course we shall survey lower bound results from a wide range of areas in Computer Science. Broadly, we shall study decision trees, Boolean circuits, and communication protocols. We shall consider simple looking problems from each of these areas but, as we shall learn, even innocent looking lower bound results can be quite a challenge to prove.

Proving lower bounds requires a puzzle-solving bent of mind rather than extensive knowledge of Algorithms; this course will involve quite different ways of thinking than



CS 31. A love of mathematical reasoning always helps, but we will not be using any advanced mathematics itself.

Distributive: Dist:QDS

### **COSC 49.06 - Approximation Algorithms**

Many problems arising in computer science are NP-hard and therefore we do not expect polynomial time algorithms solving them exactly. This has led to the study of approximation algorithms where one relaxes the goal to return approximate solutions. Over the past three decades, a beautiful theory of approximation algorithms has emerged. This course will provide a broad overview of the main techniques and will often deep dive into the state-of-the-art.

Distributive: Dist:QDS

### **COSC 69.10 - Basics of Reverse Engineering**

This course will develop an understanding of how systems and development tool chains are built “under the hood”. Learn to read compiled binaries without available source code, to recover program logic, and to modify (de)compiled binaries. Understand the challenges of reverse engineering larger programs, and of automating reverse engineering.

Distributive: Dist:TAS

### **COSC 89.16 - Advanced Topics in Deep Learning**

This is an advanced research topic course for students that have already taken COSC 78/178, Deep Learning. This class is designed to help students develop a better understanding of current models and methods in deep learning. Students will explore new research directions and applications of deep learning by reading, presenting and discussing recently published papers in this area.

Distributive: Dist:QDS

### **COSC 89.17 - Health Informatics**

Our health is everywhere. It is affected by how, where and who we live, work and play with (i.e., biological, behavioral, social and environmental factors). The explosion of digitization of data, captured both outside 'in the wild' and within the healthcare delivery system, allows us to understand and address the many factors affecting the complexity of our health. Today, health and healthcare data is continuously being generated. Deriving information and knowledge to improve and maintain health requires health informatics. Computer science plays an active role as a profession and within its research efforts in informing and developing all aspects of health informatics: data capture, data storage and data analytics. The goal of this course is two fold: first, to learn about the latest topics in health informatics and second, to design & develop a health informatics project.

Distributive: Dist:TAS

## Earth Sciences

### Economics

#### **ECON 17 - Technological Progress and the Entrepreneurial Economy**

The course examines technological invention and innovation and the path of technological progress and economic growth. Readings and discussion will develop understanding of the relation of new technology to science and cultural evolution and will describe the roles played, within economic and political systems, by inventors, entrepreneurs, companies, and finance when, from needs and opportunities, technologies emerge as creative new combinations.

Distributive: Dist:SOC

### Education

#### **EDUC 9.07 - Higher Education in Crisis: Finance, Pedagogy and Policy**

Why does college cost so much? How do socio-economic factors affect access and success? What are the objectives of a college education, and how do we know if we are achieving them? Does the current model optimize how the brain learns? Will technology transform pedagogy? Not for half a century have these questions been debated as intensely as they are today. Readings will be drawn from economics, cognitive neuroscience and public policy.

#### **EDUC 59 - Thinking About Thinking**

How do you solve a complicated problem, whether the problem is social, engineering, conceptual or scheduling? This course explores how we store and use information, in other words how we use our knowledge to think. Successfully using our knowledge is key to teaching and learning. We will explore questions underlying thinking and learning and their applications (e.g., to education), including methodology, processes, variability, individual differences, and flexibility. We will examine these questions taking a broad perspective from education and related disciplines.

Distributive: Dist:SOC

## Engineering Sciences

### English

#### **ENGL 52.05 - Desire and Difference in 19th Century British Fiction**

This course will examine the phenomenon of moral panic in nineteenth-century British literature and culture through two linked but distinctive forms of sexual subjectivity: female heterosexuality and male

homosexuality, connected forever in the 1885 Criminal Law Amendment Act that set the stage for the imprisonment of Oscar Wilde. We will consider the relationship between realist and sensationalist literary forms to trace the emergence and regulation of distinctly modern sexual subjectivities in mid- and late-nineteenth-century Britain.

Distributive: Dist:LIT; WCult:W

### **ENGL 52.06 - Media & Monstrosity**

The vampire, the doppelganger, the automaton, the femme fatale, the serial killer, even the city itself as a pathological public space: these figures inhabit popular fiction at the end of the nineteenth century, expressionist cinema at the start of the twentieth century, and have been staples of mass culture ever since. Focusing on the relationship between fin-de-siècle Gothic fiction and its early cinematic adaptation, this course will explore the images of monstrosity that embody anxieties about changing media landscapes, emerging media forms, and the increasingly mediated character of human relationships between the 1880s and the 1920s. Primary texts and films will include R.L. Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, Bram Stoker's *Dracula*, F.W. Murnau's *Nosferatu*, and Fritz Lang's *Metropolis*. We will also read theoretical work by Hugo Münsterberg, Laura Mulvey, Otto Rank, Siegfried Kracauer, Walter Benjamin, and Friedrich Kittler.

Distributive: Dist:LIT; WCult:W

### **ENGL 52.16 - God, Darwin, and the Literary Imagination**

The publication of Charles Darwin's *The Origin of Species* in 1859 caused a crisis in religious faith. Evolution brought God to his knees, or so the story goes. Yet this claim oversimplifies the situation. It underestimates how the Christian God and evolutionary theory both shaped debates and structures of thought in the nineteenth century. How did these "divergent" systems of belief shape how people understood the world and their place in it? How did writers use religious faith and/or scientific evidence to structure narrative and tell new types of stories? How did Darwin and other scientists use literary techniques to convey their ideas to a widespread audience? This course emphasizes close reading as well as historical and scientific context, focusing on five themes that arose from the juxtaposition of God and Darwin in nineteenth-century British literature and culture: Creation and Design, Selection and Extinction, Heredity and Development, Time and Progress, and Human/Animal.

Distributive: Dist:TMV; WCult:W

### **ENGL 52.17 - Victorian Children's Literature: Fairytale and Fantasy**

It is said that the Victorians "invented" childhood: a state of freedom, play, creativity, and innocence. The orphans, adventurers, tricksters, and runaways in Victorian children's books make friends with pirates, talk to animals, fly through the sky, and fall down rabbit holes. What made these stories so popular in the nineteenth century, and why do they continue to enchant readers? This course explores the genre of Victorian children's literature in relation to such themes as Romantic innocence, nature and animal studies, climate change, sexuality and queerness, evolution, colonialism and race, disability studies, global economics, and play. Throughout the course, we'll think about how stories for children are constructed and how writers and artists have adapted these Victorian texts for later audiences (e.g. through film, graphic novels, and fan fiction). The course will include both critical and creative assignments. Texts may include: *Alice's Adventures in Wonderland* and *Through the Looking Glass* (Lewis Carroll), *Treasure Island* (Robert Louis Stevenson), *The Jungle Books* (Rudyard Kipling), *Peter Pan* (J. M. Barrie), *The Secret Garden* (Frances Hodgson Burnett), and fairytales by Oscar Wilde.

Distributive: Dist:LIT; WCult:W

### **ENGL 53.07 - Black Noir**

In this course, we will study black American literature that focuses the noir genre on black people themselves. We will read gritty, urban crime novels that attempt to expose inequities in black American lives and dispel the notion that a descent from whiteness results in blackness. Rather, the black people in these texts exist in darkness because they are living in alienated communities. We shall investigate how the noir genre is altered when "noirs" are the subjects and the authors. In addition to primary texts, the course will engage critical responses to these works.

Distributive: Dist:LIT; WCult:W

### **ENGL 53.22 - Science Fiction Studies**

This class will examine the development of science fiction as literature, considering the distinctive characteristics of the genre. We will read critical perspectives on scifi that connect it to both modern and postmodern themes; we will think through the politics of scifi, focusing especially on its utopian and dystopian elements; we will articulate the many subgenres of scifi; we will investigate the unusually strong influence of the community of readers on the published texts in scifi. But primarily we will read representative examples, novels, stories, and even some films, from well-known classics to little-known and marginal texts. Authors may include John Campbell, Isaac Asimov, Ursula Le Guin, Arthur Clark, Philip Dick, Octavia Butler, William Gibson, James Tiptree, Jr., Stanislaw Lem, Yevgeny Zamyatin, Samuel Delaney, Bruce Sterling, Neal Stephenson, Greg Egan, Ted Chiang,

and still others. The class will have an opportunity to shape the syllabus somewhat according to the preferences of enrolled students.

Distributive: Dist:LIT

### **ENGL 53.36 - Game of Thrones: Re-Imagining Medieval History as an Allegory of the Present**

This course is scheduled to coincide with the airing of the eighth (and final) season of *Game of Thrones*, and with Dartmouth Alumnus David Benioff's tenure as Montgomery Fellow. Class participants will devote scrupulous interpretive attention to the six published works in *A Song of Ice and Fire -- A Game of Thrones: A Clash of Kings, A Storm of Swords, A Feast for Crows, A Dance with Dragons, The Winds of Winter*. During the first five weeks of the course, students will be asked to explain what elements of the first of George R.R. Martin's medieval romance, *A Game of Thrones*, Benioff and Weiss revised, or deleted in adapting it to each of the ten episodes in first season of *Game of Thrones*. The second five weeks will be devoted to discussions of each of the ten episodes of the eighth and final season of *Game of Thrones*. In conducting these investigations, students will draw on a trove of library documents -- sagas, medieval romances, travel narratives, histories, legal documents, hagiographies, political tracts, philosophical discourses -- and learn how the aforementioned disciplinary perspectives alter and enrich their understanding of these artifacts.

Distributive: Dist:LIT; WCult:W

### **ENGL 53.40 - The Historical Philosophy of W.E.B. Dubois**

This course will examine the historical philosophy of the towering Black scholar and great freedom fighter of the 20th Century. We shall engage in close readings of Du Bois' classic work, *The Souls of Black Folk* (1903) as well as subsequent essays in his magisterial corpus, especially his classic autobiography, *Dusk of Dawn* (1940).

### **ENGL 54.03 - Young Adult Literature**

This course explores the genre of young adult fiction in the 20th and 21st centuries. While the course will begin with a brief consideration of the conventions and early history of the genre, most of the course will examine post-1970s (mostly American) young adult novels. We'll trace the evolution of the genre in relation to ideas of racial innocence, sentimentality, consent, queer childhood, and revolutionary girlhood, and position the novels within historical contexts such as the rise of mass incarceration, settler colonialism, fantasies of post-racial politics, and environmental disaster. At the end of the course, we'll consider how young adult novels have created not just reading but creative communities, and explore the kinds of fan productions that have emerged in relation to young adult novels. The course will include critical and creative assignments. Texts may include *The Hunger Games*; the

*Harry Potter* series; *Are You There God; It's Me Margaret*; *The Outsiders*; *The Astonishing Life of Octavian Nothing*; *Vivian Apple at the End of the World*; *Fangirl*; *Aristotle and Dante Discover the Secrets of the Universe*; *Absolutely True Diary of a Part-Time Indian*; *The Fault in Our Stars*; *Ship Breaker*; *Long Division*; *Monster*; *Akata Witch*; *Make Your Home Among Strangers*.

Distributive: Dist:LIT; WCult:CI

### **ENGL 54.40 - Literary Culture in an Age of Digital Distraction**

This course is organized around two main projects that will investigate the interesting and compelling ways that "traditional" forms of literacy are evolving to coexist with digital and social media. First, students will choose a contemporary practice, tool, or genre in which print and digital media have converged (e.g. book lists on Goodreads, e-book hardware, "Twitter fiction"), exploring what if anything is "new" about it. Next, student groups will design and prototype a digital technology that reimagines the ways that literature is produced or consumed in the context of digital media. This project will accommodate students with varying levels of technical expertise, though no programming experience is presumed. Throughout the course, readings on the history of media, the ethnography of literacy, and human-computer interaction will guide both our writing and production.

Distributive: Dist:ART

### **ENGL 55.09 - Hope? How Feelings Shape American Culture**

Barack Obama defined hope as a culturally transformative feeling that required "audacity." Yet scholars have questioned hope's ability to bring about change, leading Lauren Berlant to speak of "Cruel Optimism." Hope, Optimism, Audacity, Cruelty: how does affect impact American culture? We will develop frames for thinking historically and analytically about feeling's influence on class, gender and ethnicity. Students will develop final projects that integrate imagination into an analysis of the questions hope raises.

Distributive: Dist:TMV; WCult:W

### **ENGL 55.11 - Hamilton: The Revolution as a Work of Art**

In *Hamilton: The Revolution* (the book of annotated lyrics and account of the musical's production), Lin-Manuel Miranda and his collaborators create two frames for their work's significance. One is the historical American Revolution of the 18th century, which the musical rereads via the figure of the orphan-immigrant; the other references their own musical, which they describe as an act of cultural revolution in its engagement with the racial politics of the early millennium. What does it mean to read revolution as a work of art, and *Hamilton* as its artistic reinterpretation?

In this course, we will develop frames for thinking analytically about *Hamilton's* artistic engagement with class, gender and ethnicity in the historic past as well as our own moment.

Distributive: Dist:SOC; WCult:CI

**ENGL 55.15 - The Jews in the Protestant Imagination: The Merchant of Venice**

This seminar is an interdisciplinary study of Shakespeare's *The Merchant of Venice* that will examine the history of Christianity's attitudes toward Judaism, the fate of Jews within Christian Europe, especially in England prior to the expulsion of the Jews in 1290, and the effect of these histories on the composition of the play, the representations of its main characters, particularly Shylock and Portia, and its reception through the centuries, with attention to its role in modern attitudes toward Jews and toward anti-Semitism. We will approach the material as scholars of history, literature, and religion. We expect to attend closely to the gendered and racialized representations of Jewishness and Christianness in the play and in English culture more generally. The impact of the play will be examined with particular reference to modern German and English literary traditions. We will also examine some major developments in the staging of the play, with particular attention to Yiddish versions, Israeli productions, and Nazi-era German stagings, as well as several film versions. A selection from the major critical literature on the play will be studied.

Distributive: Dist:LIT; WCult:W

**ENGL 63.06 - The Undead South: Horror and Haunting in U.S. Southern Literature**

This course explores the many forms of horror and haunting—racial, cultural, historic, economic, political—in the region known as the U.S. South, a national space where the possibilities of regeneration are continually thwarted by the aftershocks of a harrowing past. “Undead” tropes encompass numerous varieties of posthumous horror: the dead rising from graves; mourning and funerary practices; the glorification of lost causes and heroes; the excavation of unsuccessfully repressed crimes and bodies. We will consider both traditional forms of Gothic representation (in works by Poe, O’Connor, Faulkner, etc.) as well as contemporary resurgences in the vampires, zombies, and other necrotic forms of recent literature, television, film, and other media. Along the way, we will seek to identify the disturbing ways that the U.S. South has served—both consensually and coercively—as a kind of purgatorial space for America’s most haunting histories.

Distributive: Dist:LIT; WCult:W

**ENGL 64.01 - Hysteria, Paranoia, Schizophrenia: The Case Study as Literary Genre**

Dora, Schreber, the Wolf Man: Freud’s famous psychoanalytic case studies are organized around his patient’s words and symptoms, and yet they all have the narrative complexity and lurid family drama of the greatest nineteenth-century and early twentieth-century novels. This course explores the psychoanalytic case study as a unique literary genre in its own right, one that falls between the medical case history and the novel proper. We will read Sigmund Freud's case studies through three modes of reading: psychoanalytic feminist criticism; paranoid and reparative reading from queer critique; and symptomatic reading from Marxist criticism. The readings of the cases will therefore be supplemented by texts in queer and feminist theory, continental philosophy, and literary criticism. Throughout the quarter, we will use the cases to explore questions of racial and sexual difference, the body, trauma, the psyche, and memory.

Distributive: Dist:LIT; WCult:W

**ENGL 64.02 - Garden Politics: Literature, Theory, Practice**

What do gardens have to do with sexuality, empire, race, class, environmental degradation, the history of poetry, the social role of religion, and the future of art? In discussion of various literary, critical, theoretical, and eco-critical texts, we will attempt to answer this question over the course of the term. While based in literary readings, the course supplements and contextualizes these with other readings and websites. We will also consider broader issues and discourses connecting humans and the environment. Authors may include Jamaica Kincaid, Oliver Senior, T.S. Eliot, Derek Jarman, Francis Hodgson Burnett, Paul Fleischman, Willa Cather, and Kage Baker.

Distributive: Dist:LIT; WCult:W

**ENGL 72.03 - Bohemia: Glamorous Outcasts & the Nineteenth-Century Novel**

Bohemia - an urban underworld of social outcasts, struggling artists, and political conspirators - is one of the most enduring fantasies to emerge out of the nineteenth century. By the 1890s, the figure of the Bohemian had become central to a cosmopolitan literary culture eager to assert its autonomy from the marketplace and restrictive notions of nationality. It had also become bound up with a range of anxieties fixated on cultural decadence, racial degeneration, transgressive sexuality, political revolution and the occult. This course will study a series of novels that foreground these issues, including Oscar Wilde's *The Picture of Dorian Gray*, George Gissing's *New Grub Street*, George Du Maurier's *Trilby* and Joseph Conrad's *The Secret Agent*. We will also glance ahead to early twentieth-century texts like Henry Miller’s *The Tropic of Cancer*.

Distributive: Dist:LIT; WCult:W

### **ENGL 72.13 - The Brontës**

Who were the Brontës and why have their novels remained so popular? What do their texts tell us about Victorian discourses on childhood, gender, space and psycho-geographies, class discontent, empire and globalization, labor and industry, religion, creativity, and language? What do we gain or lose by studying their biographies: tales of four siblings living in isolation on the Yorkshire moors, publishing pseudonymously, and dying young? In this course, we will look closely at the literary production of the Brontës, beginning with the fantastical tales and poetry they wrote as young adults. Topics will include female labor, evangelicalism, the Victorian Gothic, marriage and women's legal rights, storytelling and myth, colonialism, feminized and racialized madness, and the physical and psychological contours of domestic and foreign space.

Distributive: Dist:LIT; WCult:W

### **ENGL 74.04 - Postcolonial Bildungsroman: Youth and Happiness in the Global Novel**

How does one grow up to find happiness? The "bildungsroman," or novel of "coming to age," is a novelistic genre that arose in the late 18th century to answer precisely that question, by using stories of young protagonists to imagine the optimal path to happiness. In this class, we will familiarize ourselves with texts considered "exemplary" of the bildungsroman in the Western tradition, then turn to non-Western narratives of youth to compare different conceptions of the link between youth and happy living. Primary texts include: J. W. Goethe, *Wilhelm Meister*; Jane Austen, *Pride and Prejudice*; Olive Schreiner, *Story of an African Farm*; Emily Brontë, *Wuthering Heights*; Tawfiq al-Hakim, *Bird of the East*; Hahya Haqqi, *The Saint's Lamp*; Chinua Achebe, *No Longer at Ease*; Cheikh Hamidou Kane, *Ambiguous Adventure*; Tayyeb Saleh, *Season of Migration to the North*; Ama Ata Aidoo, *Our Sister Killjoy*. Secondary texts include criticism by Mikhail Bakhtin, Franco Moretti, Jed Esty, and Joseph Slaughter.

Distributive: Dist:LIT; WCult:CI

### **ENGL 87.04 - Imaginary Countries**

This course introduces the techniques used in speculative fiction—literary novels and stories using either science fiction, magical realism, or myth, or a mix of these, so the author can reinvent a country's history, the country itself—even the world. We will read for technique, and discuss the effects these fictions achieve with their structures and the narrative and aesthetic strategies deployed. Students will write and workshop two stories. Readings may include: Virginia Woolf's *Orlando*, Andrew Sean Greer's "Darkness", Kazuo Ishiguro's *Never Let Me Go*, Chris Adrian's "Every Night For A Thousand Years", Anne

Carson's *Autobiography of Red*, Yiyun Li's "Immortality", Jan Morris' *Hav*, Toni Morrison's *Sula*, and Carmen Machado's "The Husband Stitch."

Distributive: Dist:ART

### **ENGL 87.06 - Writing for Television**

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

Distributive: Dist:ART

## **Environmental Studies Program**

### **ENVS 80.09 - Spatial Thinking in Ecology and Conservation**

This course will examine the origins and recent developments of spatial thinking in ecology and conservation. The spatial arrangement of individuals, populations and landscapes influences ecological dynamics, yet in many ways theory has not kept up with the development of new data collection tools - like drone/satellite-based sensors and GPS collars. This course will introduce concepts and methods from landscape, movement, and population/community ecology to explore the general themes of scale and patterning and how they apply to emerging research and applied conservation questions.

## **Film and Media Studies**

### **FILM 41.13 - Women in Musicals**

This course traces the representations of women in the American musical genre from the 1930s to the present. We will look at the presentation of singing and dancing as labor; demands made on women's bodies in the musical form (including the use of doubles to produce "ideal" bodies); ethnic heritage displayed or disguised; the way the genre can undermine or explicitly challenge normative gender expectations; the representation of historical figures in musical biographies, including those underrepresented in previous eras - for example, African American performers and non-performers (women directors, songwriters, etc.). This course is not open to students who have received credit for Film 07.12

Distributive: Dist:ART; WCult:W

**FILM 46.07 - Television and New Media**

This course examines the transformation of television in both its commercial and public-service forms by the rise of the internet as a mass medium, YouTube and participatory culture, and most recently, social networks and mobile communication. On the one hand, it will show, digital technologies and computer networks have disrupted the historical power relations between television networks and their audiences, enabling viewers to watch programming whenever and wherever they like, to avoid commercials, and to become producers themselves; yet at the same time, networks and advertisers are quickly finding new ways to adapt older business models and forms of storytelling to today's multi-platform media environment. Attention is paid to questions of agency in the control of programming flows and consumption; the shift from ratings to analytics, the emergence of transmedia storytelling as a production model; new forms of digital aesthetics (e.g., "slow TV"); and celebrity, branding, and neoliberal citizenship.

Distributive: Dist:ART; WCult:W

**FILM 47.22 - 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: Dist:TMV; WCult:NW

## French and Italian Languages and Literatures

**FREN 10.17 - Saints, Martyrs, Demons**

Many of French fiction's most iconic characters have been marked as holy or unholy, saintly or damned. This course will ask what the famous saints, martyrs and demons of French cultural history have to say about morality, politics, and social issues (notably class, gender, race, and sexuality). Works by Racine, Voltaire, Sade, Diderot, Balzac, Flaubert, Baudelaire, Verlaine, Rimbaud, Apollinaire, Eluard, Aragon, Bataille, Sartre, Barthes, Clouzot, Bresson, Césaire, and Yourcenar.

Distributive: Dist:LIT; WCult:W

**FREN 10.18 - The Medieval Mirror of Ourselves**

Perhaps more than any other era, the Middle Ages inspired modern French literature. Things medieval intrigued writers and artists throughout the eighteenth and nineteenth centuries, with interest at its strongest during the

nineteenth century's rise in national pride and focus on national origins. But artists and scholars also looked beyond medieval literature to traditions in architecture, interior decoration, and pictorial art. The Middle Ages served as a mirror in which French people contemplated both their identity and their destiny. Present still today throughout France in cities, symbols, churches and documents, the medieval period has continued to solicit our imaginations in the twentieth and twenty-first centuries.

Distributive: Dist:LIT; WCult:W

**FREN 11 - Intensive French**

This 1-credit course is designed for students who have studied French for one to three years in high school, or those who have been exposed to French through family ties or have spent some time in a Francophone environment. It is also suitable for students with little or no knowledge of the French language, but who have a strong background in another Romance language (i.e. Spanish, Italian, Romanian, Portuguese, Catalan, and also Latin). French 11 is an accelerated course that combines French 1 and 2 in one term, offering an exciting and fast-paced atmosphere in which to learn French. The course will have a web-based component, which, through cultural, grammar and multimedia learning activities, will complement face-to-face work and prepare students for in-class work. Students will learn to talk about familiar events in the present and the past, as well as formulate plans for the future. Weekly cultural videos will situate in context the grammatical content of the course, making it relevant and meaningful. Students will be actively engaged in a variety of creative written and oral activities that will help them develop their language skills. Upon successful completion of this course, students will be able to sign up for French 3 or apply for our French LSAs in Lyon or Toulouse. With the goal of facilitating the acquisition of the target language, this course will be conducted entirely in French.

**FREN 20.01 - Conversations with French Classics**

In this course we will examine the relationship between conversation and French history and culture. We will explore the role of conversation on artistic production and examine its influence on the history of ideas. Conversation was a central tenet of early modern intellectual and textual exchanges through the Enlightenment, and the French salon was the site in which conversation flourished. We will then extend our analysis to the present day. What are the forms conversation has adopted in France today, especially in digital culture? Is there anything about this art and the way that it functions that is still uniquely French?

Distributive: Dist:LIT; WCult:W

**FREN 40.05 - Acting French**

Acting French offers a practical approach to French theater. Throughout the trimester, we will read, analyze and then perform scenes from French plays. In this class, you will have an opportunity to bring Figaro to life, or to wait for Godot. By the end of the trimester, we will learn how to interpret theater as a performance, and use that knowledge to put on scenes from plays.

Distributive: Dist:ART; WCult:W

**FREN 40.06 - Selfies: autobiographie, autoportrait, autofiction**

A study of three forms of writing about the self and their generic distinctions. Autobiography, a practice of self-understanding deals with the construction of one's life story across time; self-portraiture does not attempt to rejoin the past by the construction of a self that is temporally constructed. The autoportraitist presents a self apprehended in the present of writing through a montage of disparate images. Autofiction, on the other hand, deals with a form of fictionalized autobiography that uses fiction in the service of the search for self. Subjects to be examined include: rhetoric, politics, history, and gender. Texts: Rousseau, Chateaubriand, Sartre, Beauvoir (autobiographies,); Montaigne, Sevine, Barthes (autoportraits); Colette, Modiano, Ernaux (autofictions).

Distributive: Dist:LIT; WCult:W

**FREN 80.04 - Color Coding: The Intensive Use of Color in Medieval Media**

In medieval Western Europe, civilization was a culture of color. Color was omnipresent, whether in interior or exterior paintings, in sacred or secular architecture, in sculpture, furniture or illustrated manuscripts. A church was not considered complete until it had been painted. Mural paintings adorned with narrative scenes or decorative figures sought to embellish God's earthly Creation; to paint was to undertake a spiritual endeavor. At the same time, color and images aimed to teach; no scene or figure was without meaning. From the walls of medieval edifices to the pages of manuscripts, we will explore in this seminar pictorial creation in France from the seventh through the fifteenth centuries.

Distributive: Dist:ART; WCult:W

**FRIT 35.02 - Fascisms**

This class is about fascisms and the plural is not a typo. We will ask ourselves the question: how did fascism rise to power? Why did people support it? We will focus initially on the original model for fascist dictatorships, that is Italian fascism, but we will also have in-class presentations by Dartmouth professors on German, Spanish, French and Japanese forms of fascism. This is a course that will concentrate on history, film, literature, and

fashion in order to talk about the slippery definitions of fascism.

Distributive: Dist:INT; WCult:W

**FRIT 37.03 - Black Feminisms in the French Atlantic**

French colonialism and particularly French transatlantic slavery between the 17th and 19th centuries produced a shared linguistic and cultural legacy as well as a sustained political struggle carried by Black populations in France, sub-Saharan Africa, the Caribbean, and Québec. Although combatting racial inequality and white supremacy is generally understood through the lens of movements in the US, or the example of South African apartheid, this course invites students to consider such undertakings from a fundamentally transnational point of view by focusing on Black Feminisms in the French-speaking African diaspora. Open to all students. Text, lectures and discussion in English.

Distributive: Dist:INT; WCult:CI

**FRIT 37.04 - Italian Fairy Tales**

We will study the rich and precocious Italian fairy-tale tradition, from the Renaissance to our times, and the ways in which its forms and contents have evolved. We will address questions concerning canon formation; the role of "marvelous" genres such as the fairy tale in socialization and the expression of national identity; and the appropriation of fairy-tale subjects and motifs by contemporary popular culture. We will also acquaint ourselves with a variety of critical approaches to the fairy tale, and consider some of the other European fairy-tale traditions, especially the French and the German.

Distributive: Dist:LIT; WCult:W

**ITAL 10.06 - The Culture of Food in Italian Literature, 1300-2013**

Food and flavors pervade Italian literature, expressing the historical hunger of a social class, the nourishment of the spirit, or simply the pleasure of the senses. Through various texts and genres from the Middle Ages to the present, we will examine the culture of food and its social and symbolic value through the centuries. This course will be conducted entirely in Italian and will have an interactive format.

Distributive: Dist:LIT; WCult:W

**Geography****GEOG 4.01 - Global Poverty and Care**

This course explores causes and patterns of global poverty and links this with the urgent need for care and care ethics in our lives and in society broadly. We will focus particularly on how care work is devalued and globalized through international flows of care that contribute to global

inequality. Through our analysis of global interconnections we will think about our responsibilities to care for those who are near and those who are across the globe.

Distributive: Dist:INT or SOC

### **GEOG 19 - Indigeneity and Development**

This course asks how historical and contemporary development efforts have shaped indigenous communities. What ideological and technical tools have been used to transform native territories? How have national development programs shaped experience in settler-colonial contexts? Finally, how has native sovereignty been articulated through indigenous development efforts? We will draw on examples from the Americas, Africa, and Asia to understand how place-based development has been part of global networks of imperialism and resistance.

Distributive: Dist:SOC

### **GEOG 27 - Carceral Geographies: Explaining Mass Incarceration in the US**

Why are there so many people incarcerated in the United States and why are young people across the US calling for an end to police violence, some even for the abolition of policing? Is mass incarceration an inevitable product of slavery and Jim Crow? Why has prison expansion and law and order been a rallying cry make America safe (again) precisely at moments when violent crime rates were going down?

This course is designed to explore and explain the role of surveillance, criminalization, policing to historical and contemporary US state formation and global racial capitalism. This course proceeds from the idea that carceral geographies such as prison towns, detention centers, police departments, welfare agencies, and surveillance apparatuses are spatial fixes for social, economic, and political crises. We will engage scholarship from critical prison studies, geography, gender and sexuality studies, and critical ethnic studies to understand the different dimensions and question that emerge from thinking about space, race, gender, sexuality, land, labor, and state capacity together. Students will have an opportunity to build their understanding of the historical and contemporary organization of people, places, ideas and infrastructure that makes up US carceral geographies. Student will also have a chance to familiarize themselves with the history of resistance to penal democracy. This course requires dedicated and rigorous reading. Each week we will read an entire book and analyze it in depth to create shared language and understandings about carceral geographies.

Distributive: Dist:SOC

### **GEOG 34 - The Global Food and Energy Landscape**

Humans are dynamically transforming landscapes on rapid time frames and enormous spatial scales. In this course, we

will investigate how and why humans transform landscapes and trade-offs between food, energy, and the environment. We will examine the socioeconomic and environmental drivers and consequences of these land-use changes. We will discuss topics such as the forest transition, land sparing and land sharing, land scarcity, and indirect land-use change; and highlight how globalization affects these processes. We will enhance our readings by examining spatial data to demonstrate how these processes unfold across different landscapes.

### **GEOG 40 - Jews in Cities: Urban Encounter and Cultural Transformations**

The Jewish diasporic encounter in Europe took place almost entirely in an urban context. The legal, political and cultural framework of the European city shaped the trajectory of the Jews in a profound and lasting way, and cities and metropolises continue to shape Jewish civilization in many ways. From the Venetian ghetto to the Lower East Side, from the *pletzl* in Paris to the vast neighborhoods in the first Jewish metropolises in Eastern Europe, the different settings shaped Jewish civilization.

This course proposes a close reading of this urban context: what were the legal and political foundations, how did Jews organize themselves in cities, what economic opportunities did they develop?

This class will use a broad range of materials: literary texts, the press, scholarly analysis (historical, sociological, anthropological), film, art and art history.

Distributive: Dist:SOC; WCult:CI

### **GEOG 53 - Critical Mapping and the Geohumanities**

Maps are amongst the most important tools for understanding the world geographically. But maps are not simply neutral diagrams that display factual data. In this course, we will take a critical approach to maps, examining how they are made, what kinds of ideologies are embedded within them, and how they circulate in society. We will explore the emerging field of GeoHumanities, which connects maps and spatial thinking to qualitative questions about aesthetics, culture, imagination, and social life. We will also learn how new types of geographic engagements, using digital methods, interactive technologies, and novel data sources, offer both promises and pitfalls for experimenting with representations of society and space.

Distributive: Dist:SOC

### **GEOG 61 - Global Movements: Migrants, Refugees, and Diasporas**

The focus of this course is the voluntary and involuntary movement of people around the globe. Questions of borders, nativism, transnationalism, the global economy, and legality thread will through our discussions as we consider the factors shaping decisions to leave a home or homeland. Creative works, case studies, and theory



regarding these topics will inform and animate our discussions.

Distributive: Dist:INT or SOC

### **GEOG 62 - Black Women's Activism: 1970 – Present**

In this course we will explore the political, intellectual and cultural production of Black women beginning with the liberation moment of late 1960s and early 1970s. We will read creative, scholarly, and activist writing of Black women of all genders from 1970 to the present. How does Black women's activism constitute a political intellectual tradition that impacts how we do research and pose questions?

Distributive: Dist:SOC; WCult:CI

## German Studies

### **GERM 10.06 - Look! A Visual History of Germany**

This course explores Germany's history from pre-modernity to the present through visual sources ranging from medieval manuscripts to contemporary film. Students analyze the iconography of major social, political, and artistic events and developments by “reading” posters, paintings, architectural plans, newspaper illustrations, and art installations as well as “texts” in other visual media. Analyzing such visual evidence of German history, intermediate learners of German will refine their grammar, expand their vocabulary, and improve their listening, speaking, and writing skills. Conducted in German.

Distributive: Dist:ART; WCult:W

### **GERM 14 - Into the Woods: The Brothers Grimm and the European Folklore Tradition**

This course examines the classical origins, artistic form, and modern legacy of the folktales famously collected by the Brothers Grimm, situating them in both their German and their wider European context. Students investigate the cultural, political, and psychological influences of the folktale genre on individuals, social groups, and nation-states from antiquity to the present. Class discussions consider renditions of the tales in various media (including illustrated editions and films) and treat contemporary topics such as childhood pedagogy, gender, social (in)justice, psychology, and political ideology.

Distributive: Dist:LIT; WCult:W

### **GERM 67 - German Drama: Drama Queens: Madness on Stage**

This course analyzes how dramatic literature captured significant changes in ideas on emotions, nerves and madness over the centuries. After a brief introduction into dramatic theory, we will read seminal works by German

language dramatists from the 18 through the 21 centuries such as Schiller, Büchner, Schnitzler, Brecht and Jelinek. The class will conclude with a public reading or performance. Conducted in German. Open to all classes.

Distributive: Dist:LIT; WCult:W

### **GERM 82.05 - Found in Translation: Humor in German Literature**

Humor is a funny thing—especially in German. Many German novels, plays, poems, and other texts show a sense of humor, ranging from amusing entertainment to social satire to documents of quasi-philosophical detachment. This seminar explores several such fictional, poetic, dramatic, and other texts, including some recently written by its instructor. It also links such texts to the practice of translation and thus treats not only literary issues but also lexical, semantic, cultural, and other related topics. Theoretical approaches to translation will likewise be considered. Assignments include analyzing and attempting new translations as well as engaging in (humorous!) creative writing.

Distributive: Dist:LIT; WCult:W

## Government

### **GOVT 30.10 - American Conservatism**

In 1950, Lionel Trilling characterized conservatism as a collection of “irritable mental gestures that seek to resemble ideas.” He was wrong; this course shows why. If American liberalism is primarily concerned with equality, conservatism places greater emphasis on religion, tradition, community, virtue, authority, and (in certain respects) liberty. In addition to these, the course considers the influence of mid-century anti-communism on the contemporary conservative movement. Finally, we examine the recent claim that much of contemporary American conservatism is reactionary.

### **GOVT 30.11 - Policy Implementation**

Good policies are neither self-executing nor self-enforcing. Likewise, bad policies are not self-destructing. Indeed, when the President signs a law, this is but the beginning of a new set of equally important political activities and policy battles. This course explores central features of implementation, including bureaucratic activity, judicial review, and street-level administration, and central concepts including principal agent relationships, delegation, oversight, interpretation, maintenance, and erosion, through key cases, including police, health care, and civil rights.

Distributive: Dist:SOC; WCult:W

**GOVT 40.19 - State-building in the Middle East and North Africa**

Trying to explain the differential outcomes of the Arab Spring uprisings in the Middle East and North Africa, this course analyzes the legacy of state-building in the Middle East and North Africa. It argues that the impact of colonialism, of the type of financial resources at the disposal of local governments, and of the emergence (or lack thereof) of durable state institutions proved instrumental in whether or not local governments were able to construct modern states.

Distributive: Dist:INT or SOC; WCult:NW

**GOVT 40.20 - Immigration Politics**

This course examines how countries in Europe and North America are responding to (and being transformed by) international migration. In the first half, we will focus on the determinants of migration, as well as governments' attempts to manage and control population flows. In the second half, we will examine the increasingly contentious politics surrounding immigrant settlement, and will investigate the consequences of policies that seek to promote the exclusion or inclusion of immigrants after arrival.

Distributive: Dist:SOC; WCult:W

**GOVT 40.21 - Perception and Misperception: The Politics of the Cold War**

The last half of the twentieth century was marked by a great rivalry between the United States and the Soviet Union, resulting in a "confrontation in which the major powers had the ability to destroy life on earth." Across the globe, in a series of either direct or indirect conflicts, at different levels and in dissimilar ways both sides aimed to minimize and circumscribe the power and influence of the other side, often using local proxies to promote their interests. In this course we look not only at a number of Cold War conflicts since 1945—the Korean War, the Cuban Missile Crisis, the Berlin Wall crisis, the war in Vietnam, and the attempts at destabilization in Latin America—but also investigate the driving motives and perceptions on each side that fueled each crisis and its outcome.

Distributive: Dist:INT

**GOVT 50.16 - THE RISE AND FALL OF GREAT POWERS**

Great powers disproportionately affect the stability and character of world politics. In this course we explore the complex and consequential process that is the rise and fall of great powers. We examine the nature of the international system, the nature of power, and how the anarchic world system encourages countries to behave. We then turn to the process of "rising" and study how countries achieve economic growth. We examine what is needed for them to

sustain growth over time, as opposed to seeing their growth fizzle, as many fast-growing economies have done. We also look at how countries manage the environmental and human consequences of industrialization. We look at how great powers succeed or fail at developing and deploying effective military power. Finally we examine the causes and consequences of decline—why great powers fall, and whether the process of decline is expected to be associated with international instability.

Distributive: Dist:INT or SOC

**GOVT 60.14 - Libertarianism**

Libertarianism endorses strong individual rights against coercion, and as a result, strictly limited government, free exchange in markets, and social toleration. For this class, libertarianism is not so much a political program as a unique approach to thinking about people's moral rights and the purpose and legitimacy of the state. We will engage both defenses and criticisms of libertarianism, as well as different variants of the philosophy, using tools from philosophy, economics, and political science.

Distributive: Dist:TMV

**GOVT 60.15 - Adam Smith and Political Economy**

The eighteenth-century Scottish philosopher Adam Smith was one of the founders of "political economy," the study of the interrelationship between society, government, and the economy. This course focuses on Smith's major ideas through his two important works, *The Theory of Moral Sentiments* and *The Wealth of Nations*. The course will deal with such topics as the origins and consequences of economic growth, and the role of government in a commercial society.

Distributive: Dist:SOC; WCult:W

**GOVT 60.16 - Capitalism**

Through a blend of readings drawn from Economics, Political Theory, and Public Policy, the course aims to equip students to assess the economy and its future. Topics include the history of prosperity, the morality of capitalism, the causes and consequences of inequality, the prospect of a workless future, and the public policies that will be needed if capitalism is to elicit support from democratic citizens in the future.

Distributive: Dist:INT or SOC; WCult:W

**GOVT 81.10 - The Rise of China**

This seminar explores the growth of Chinese wealth and power, and implications of that growth for regional and international politics. We begin by studying historical periods of Chinese strength and decline, and by studying China's past relations with the United States and its neighbors. We examine China's transition from a position of weakness into one of growing wealth and power, and how this may affect its relations with the world's most

powerful country, the United States. Are the United States and China doomed for superpower confrontation, or can China's rise be accommodated? Next, we explore rising China's relations and disputes with its neighbors. This course has two primary goals: (1) to familiarize students with the international strategic issues that are salient to China's rise (in East Asia, and in U.S.-China relations); and (2) to provide students with analytic tools (theories and military analysis) useful to the study of East Asian international security relations.

Distributive: Dist:INT or SOC; WCult:NW

### **GOVT 83.08 - Localism in America: Ethics, Politics, and Economics**

Amid the rise of globalism, we are increasingly asked to focus on what is near: "eat local," "drink local," or "buy local." This course examines the political and ethical roots of recent enthusiasm for "the local." Americans fiercely defend the prerogatives of "local control, and some see localism at the heart of liberty. Others see local control as a mask for prejudices. What is the claim of the local, and can we decide which is better—centralism or localism— independent of the political context?

### **GOVT 83.09 - Misperceptions in Politics: When Do They Matter and Why?**

Many citizens hold misperceptions about political facts. When and why do they matter? This course examines the causes and consequences of misperceptions, strategies for correcting misperceptions, and the tools scholars use to study misperceptions scientifically. These tools include surveys, experiments, and a widely used statistical computing program (R). Students will work together (with the instructor) to design, execute, and report an original experimental study of misperceptions.

Distributive: Dist:QDS

### **GOVT 84.14 - Foreign Aid**

Foreign assistance programs are politically contentious. Advocates defend foreign aid as ethically imperative, effective, and as an essential foreign policy tool. Detractors dismiss foreign aid as wasteful at best, and possibly counterproductive, impoverishing recipient countries, corrupting their governments, and fostering violence. This course examines the cases for and against aid programs and weighs the evidence for their effectiveness. We consider three main forms of government-sponsored assistance — humanitarian aid, development aid, and democracy promotion. Students will assess the arguments and evidence from existing scholarship on aid, and will pursue independent research on foreign aid projects in consultation with Professor Carey.

Distributive: Dist:INT

### **GOVT 86.33 - Wittgenstein and Contemporary Politics**

This seminar focuses on the philosophical thought of Ludwig Wittgenstein (1889-1951) and explores its applicability to contemporary politics. The seminar is divided into three parts. In the first part, students will become broadly familiar with Wittgenstein's philosophical thought, especially his understanding of language games, forms of life, family resemblances, and rule following (weeks 1-4). In the second part of the seminar, we explore Wittgenstein's philosophical thought in the context of contemporary political theory. In the third part, students will form small groups and present a political issue of their choosing to the class, and lay out and discuss a "Wittgensteinian" approach to understanding and thinking about the issue (weeks 7-9).

Distributive: Dist:TMV; WCult:W

### **GOVT 97 - Honors Research**

Government 97 provides students with the intellectual tools necessary to research and write high quality senior honors theses in the field of government. Among other activities, students will review the strengths and weaknesses of previous government honors theses, examine various political science research methods and receive critical feedback from the program directors and fellow students on written work including research proposals and draft chapters.

## **History**

### **HIST 3.03 - Europe in the Age of Violence**

The last two centuries were an era of dramatic transformations and contradictions: while Europeans enjoyed unprecedented prosperity, technological advances, and social mobility, they also unleashed and experienced empire, terror, total war, foreign occupations, and mass murder. Throughout these 100 years, contrasting visions of a new society ushered in a range of different regimes— monarchical empires, liberal republics, murderous and racist dictatorships, Communist autocracies, and a democratic welfare states—yet these visions also led to the emancipation of women, the development of a new consumer society, the creation of environmentalist movements and new counter-cultures, and the transformation of everyday lives.

Distributive: Dist:SOC; WCult:W

### **HIST 30 - The Black Sporting Experience**

This course examines the historical and contemporary sporting experiences primarily of Black Americans. The decision to refer to this class as a "Black" experience is deliberate, as we will briefly interrogate how race and sports functions for the Black diaspora in the Caribbean, Latin America, and Europe. Despite brief examinations of

the diaspora, this class uses sports history as a critical lens to understand American history.

Distributive: Dist:SOC; WCult:CI

### **HIST 33.01 - Walmart to Wall Street: Excavating American Capitalism since 1970**

This course takes on fundamental transformations in economic life from the end of the Bretton Woods system to the crisis of 2008. Rather than a chronological survey, it is an historical excavation of three key trends in the period: technological innovation; globalization; and financialization. Readings and lectures will contextualize each of these developments in the specific history of the post-Bretton Woods United States, and then trace their longer intellectual, political, and social origins.

Distributive: Dist:SOC; WCult:W

### **HIST 64 - The Great War and the Transformation of Europe**

The Great War and the Transformation of Europe explores how the First World War redefined warfare, destroyed empires, and profoundly altered the political, social, and cultural landscape of Europe. The course will analyze this crucial period in the development of Europe by examining political re-alignments, innovations in warfare, shifts in gender norms, developments in propaganda, and the birth of the Soviet Union and fascism.

Distributive: Dist:SOC; WCult:W

### **HIST 80 - The History of Capitalism in Latin America**

This course will ask what five centuries of Latin American history can tell us about the origins and consequences of global capitalism. We will listen to capitalism's champions and critics, including state actors, the Church, non-governmental organizations, and organized social movements, and ask how the interplay between them has influenced economies, politics, and culture. Capitalist development and transformation involved elaborate cultural campaigns to win hearts, minds, and bodies to the project, and we will focus on how and why, for example, at its most extreme some people equated capitalism with sin while others found spiritual succor within its logics.

Distributive: Dist:SOC

### **HIST 90.03 - Nations and Numbers**

Examines the intertwined histories of modern nation-states, numbers, and quantification, exploring themes and frameworks including race, gender, identity, discipline, pedagogy, citizenship, science, progress, imperialism, governance, and commerce. Develops contextual understandings of both nations and numbers, analyzing how they have been constructed as timeless points of reference. Designed to be challenging but accessible to those without extensive background in "nations" or

"numbers," as well as those with particular expertise and interests in either topic.

Distributive: Dist:SOC

### **HIST 94.13 - Slaves, Wives, and Concubines: Did Roman Women Have a History?**

This course is about the heterogeneous lived experience of women (slaves, freed slaves, lawful wives, daughters, prostitutes) during the Roman Republic and Empire. Roman women built and immortalized themselves and their families in funerary and civil monuments, endowing institutions like schools, and sometimes had coins bearing their portraits. We explore the larger institutional frameworks that gave meaning to their lives, and within this framework we investigate their life choices over time.

Distributive: Dist:SOC; WCult:CI

### **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.

Distributive: Dist:TMV; WCult:W

### **HIST 96.32 - American Characters: Biography and the Historians' Craft**

This seminar follows what has been a recent "biographical turn" among academic historians. Besides introducing students to the theoretical and conceptual questions involved in the narration of individual lives, it will survey some of the most inventive historical biographies of the past quarter century. Each student will execute a multi-step exploration of the lived experience, significance, and, if applicable, impact of a single individual from any period of US history.

Distributive: WCult:W

## **Institute for Writing and Rhetoric**

### **Jewish Studies**

#### **JWST 12.01 - Jews in Cities: Urban Encounter and Cultural Transformations**

The Jewish diasporic encounter in Europe took place almost entirely in an urban context. The legal, political and cultural framework of the European city shaped the trajectory of the Jews in a profound and lasting way, and cities and metropolises continue to shape Jewish civilization in many ways. From the Venetian ghetto to the

Lower East Side, from the *pletzl* in Paris to the vast neighborhoods in the first Jewish metropolises in Eastern Europe, the different settings shaped Jewish civilization.

This course proposes a close reading of this urban context: what were the legal and political foundations, how did Jews organize themselves in cities, what economic opportunities did they develop?

This class will use a broad range of materials: literary texts, the press, scholarly analysis (historical, sociological, anthropological), film, art and art history.

Distributive: Dist:SOC; WCult:CI

## Latin American Latino and Caribbean Studies

### LACS 30.12 - 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: Dist:INT or LIT; WCult:W

### LACS 36 - Maid in America: The Politics of Domestic Labor

In *Maid in America* we study the representation, history, and rights of domestic workers in the Americas with a focus on the United States, Brazil, Mexico, Chile, and Argentina. Specifically, we look at representation and rights from artistic, legal, and sociological perspectives. Using the theoretical frames of intersectional and transnational feminism we will analyze primary texts that include essays, manifestos, theater, and documentary film. Topics we will explore will include

media representation and controlling images, migrant imaginaries, invisible labors, modern-day slavery, the feminization of migrant work, and labor organization and rights. The class will include a theater workshop component that will culminate in the public presentation of an original group performance titled: Making the Invisible Visible: The Politics of Domestic Labor.

Distributive: Dist:ART; WCult:CI

### LACS 50.13 - The History of Capitalism in Latin America

This course will ask what five centuries of Latin American history can tell us about the origins and consequences of global capitalism. We will listen to capitalism's champions and critics, including state actors, the Church, non-governmental organizations, and organized social movements, and ask how the interplay between them has influenced economies, politics, and culture. Capitalist development and transformation involved elaborate cultural campaigns to win hearts, minds, and bodies to the project, and we will focus on how and why, for example, at its most extreme some people equated capitalism with sin while others found spiritual succor within its logics.

Distributive: Dist:SOC

### LACS 50.15 - Cuba in the Black Atlantic: Slavery and its Legacies

Among the first territories colonized by the Spanish Empire, Cuba was a main hub of the Atlantic slave trade from the sixteenth through the nineteenth century. Over one million African slaves were trafficked to this Caribbean island. With Cuba as our main port of entry, this course introduces students to the history of African diasporic societies and politics in Latin America and the Caribbean from the late colonial period to the twentieth century. Often treated as figures with no political vision or power, black people were long relegated to the margins of our understandings of history.

Distributive: Dist:SOC; WCult:NW

### LATS 30.01 - Latinx Performance

This course offers a critical investigation of performance in the Americas through a queer and transgender/travesti lens. We explore specific social, political, and economic contexts in which artists are performing and interweave written texts with audio, visual, and other modes of doing theory. Our texts are interdisciplinary: we listen to music, watch films, do written performance responses, and read memoir, history, ethnography, manifesto, and critical theory. The course will be organized around various themes that can be transposed to many other areas of study. Creative and critical written assignments provide opportunities to develop self-reflexivity, writing and thinking skills, and making connections between our everyday lives and larger workings of power. Ultimately,

the course invites students to think about how queer and trans/trava performance is imbricated with social justice artistic formations in the contemporary world.

Distributive: Dist:INT or ART; WCult:CI

### **LATS 37 - Migrant Lives and Labor in the Upper Valley: Latinx Studies for Community Engagement**

This course introduces students to the cultural, social, and political issues surrounding migrant dairy farm labor through a combination of in-class readings and films, as well as a community engagement component at local dairy farms in the Upper Valley. The course readings include social science scholarship and literature, film, and cultural studies readings, through which we will explore a range of issues affecting local, national, and transnational agricultural and dairy farm workers. On a regular basis during the term, Dartmouth students will visit local dairy farms to engage in collaborative projects with the Spanish-speaking migrant farm workers who live and work on these area farms, some of whom have been residents in the region for many years. We consider how historical and contemporary causes and contexts of migration, settlement patterns, labor market experiences, demographic profiles, identity formations, forms of political participation, structural incorporation, and cultural expressions affect this population of immigrants.

Distributive: Dist:SOC; WCult:W

### **LATS 45 - Comparative Perspectives on the US-Mexican Borderlands**

The borderlands will be examined in ways that take us from a concrete analysis of the region, including conflict and organizing efforts at the border to more abstract notions that include strategies of cultural representations and the forging of new dialectics. We will consider several analytical perspectives relevant to anthropology including: gender, identity, resistance, economics, globalization, migration, and the politics of everyday life.

Distributive: Dist:SOC; WCult:CI

## **Linguistics**

### **LING 5 - Topics in the Study of Language**

Courses designated as Linguistics 5 are specifically designed for non-majors to provide them with a deeper awareness of the complexity of human language, linguistic geography or the intersection of language and human society.

#### **LING 5.01 - Words**

In this course we will explore all aspects of this most familiar unit of

language. Among the questions we will address are: How exactly can we – or dictionary-makers – describe the precise meaning of a word? Is this even possible? How can two politicians honestly differ about the meaning of the word "lie"? How can a word's meaning change over time? How and why are words borrowed from one language into another? How do our brains think of the words we want so fast? Why do we sometimes mishear song lyrics? What kinds of building blocks make up a word, and what ways are there of inventing new words? What makes a word part of slang or a specialized vocabulary? How do children learn their first words – and how do they learn tens of new words a day at their peak of vocabulary acquisition around age 2?

Distributive: Dist:SOC

### **LING 11.11 - Languages of the World**

This course examines cross-cultural differences as manifested in languages of the world and the way these languages are used by their speakers. We will take an in-depth look at five languages – Japanese, Swahili, Jacalteco, Mohawk, and Cape York Creole. In each unit we will start with a brief examination of the structure of that language, and then branch out to a broader discussion of one or more larger, cross-linguistic phenomena and how they are manifested in that language. These include: politeness and social solidarity; universal patterns of word order and word-formation; multilingualism and language choice; language and ethnic identity; case and agreement systems; endangered languages and language revitalization; and pidgins and creoles.

Distributive: Dist:INT

### **LING 11.12 - Language and Cognition**

This course examines some of the interrelationships between language and thought. Do people who speak different languages think differently? What does language tell us about the ways in which people conceptualize objects and abstract concepts such as time? How does language relate to other cognitive processes? Is language a uniquely human ability? Topics include linguistic relativism, folk taxonomies, metaphor, categorization, causation, space, time and gender. No prior courses in linguistics or cognitive science are required.

Distributive: Dist:SOC

### **LING 50.05 - History of Linguistics**

This course covers the history of linguistics from ancient times up until the present, concentrating on 20th century. Major themes include: the controversy over the status of linguistics as a science; the recurrent conflict between theoretical and applied linguistics; the relation of trends in linguistics to general contemporaneous intellectual trends; and the relative importance of social factors in determining the acceptance of particular linguists' ideas. Specific theoretical issues will also be

considered, such as: the nature and significance of the phoneme; the degree to which syntax is independent of semantics and pragmatics; realist vs. nominalist views of linguistic description; and formalist vs. functionalist disagreements over the autonomy of language.

Distributive: Dist:TMV

### **LING 80.06 - Tone**

Over half of the world's languages are tonal, making tone a crucial aspect of human language, and yet many researchers shy away from it or otherwise treat it as exotic. In addition to being found on almost every continent, from South America to Europe, tone also interfaces with nearly every component of grammar. As renowned tonologist Larry Hyman once wrote, "Tone can do everything that segmental and metrical phonology can do, but the reverse is not true." Amazingly, all of this is achieved with just a single phonetic parameter: fundamental frequency, or pitch. In this seminar, we look at tone from all angles: phonetics, phonology, morphology, syntax, typology, and even its interfaces with music. Readings range from foundational papers to cutting edge research. Students will choose a tone language to focus on throughout the quarter, culminating in an individual research project on a tone topic of their choice.

Distributive: Dist:SOC

## **Mathematics**

### **MATH 9 - Multivariable Differential Calculus with Linear Algebra**

This course includes the multivariable calculus material present in MATH 8 along with a brief introduction to concepts from linear algebra. First-year students who have successfully completed a BC calculus curriculum in secondary school may complete multivariable calculus either by taking the two-term sequence MATH 9, 13 or by taking the single course MATH 11. Topics include vector geometry, equations of lines and planes, matrices and linear transformations, space curves (velocity, acceleration, arclength), functions of several variables (limits and continuity, partial derivatives, the derivative as a linear transformation, tangent planes and linear approximation, the Chain Rule, directional derivatives and applications, and optimization problems including the use of Lagrange multipliers).

Distributive: Dist:QDS

### **MATH 30.04 - Evolutionary Game Theory and Applications**

Pioneered by John Maynard Smith and others, evolutionary game theory has become an important approach to studying a wide range of biological and social problems, such as microbial interactions and animal behavior. In evolutionary game dynamics, the fitness of

individuals depends on the relative abundance of all individual types in the population, and higher-fitness individual types tend to increase in abundance. This 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: Dist:QDS

### **MATH 37 - Computational methods in mathematical biology**

Introduction into cellular automata and agent-based modeling using the Java programming language. Focus of this course will be simulation of stochastic events, model parameterization and calibration, model validation, simulation and result visualization. This is a hands-on course with laboratory sessions and training exercises on individual computers.

Distributive: Dist:QDS

### **MATH 47 - Introduction to Mathematical Oncology**

Introduction into cancer biology and basic mathematical approaches to simulate cancer dynamics on the subcellular, cellular, and tissue level. Techniques for quantitative modeling are plentiful, and an increasing number of theoretical approaches are successfully applied to cancer biology. Differential equation models and individual-based cell models paved the way into quantitative cancer biology about two decades ago. Herein we will give an introduction on how such models are derived and how they can be utilized to simulate tumor growth and treatment response. We will then discuss a number of different models and discuss their confirmative and predictive power for cancer biology.

Distributive: Dist:QDS

## **Music**

### **MUS 17.04 - The Art, Science, and Symbolism of Musical Instruments**

A hands-on course in which students working in groups build and assemble simple musical instruments with the aim of understanding how materials, technologies, craftsmanship, and cultural knowledge interact in the conception, design, and production of diverse instruments around the world. Merging the methodologies of engineering and materials science with the approaches of arts and humanities, the course explores from an interdisciplinary perspective the social meanings and powers ascribed to musical instruments, and the way that instruments have come to function as potent symbols of personal, cultural, and political identity.

Distributive: Dist:ART; WCult:NW

**MUS 17.05 - The Poetics and Politics of Sounds and Words**

This course explores how music and language shape our social worlds and help us imagine new futures. Students will study how music and language are summoned in the service of power but are also used by people to craft and express their own personal and political identities and experiences. The course is designed to give students an introduction to anthropological approaches to language, music, and the dynamic relationship between them in a variety of cultural contexts.

Distributive: Dist:INT or SOC

**MUS 45.08 - Cities, Subjects & Sonic Africa**

This course poses the questions: What has been the role of musical expression in shaping the experiences of Africans throughout the world? How does sound function as a site of socio-political contestation that reflects and shapes ideas about race, identity, place and belonging? To answer these questions, we situate specific ethnographic case studies within an interdisciplinary framework. Texts, performances, media, and experiential workshops all form an integral part of this course.

Distributive: Dist:ART; WCult:NW

**MUS 52.01 - Conducting and Artistic Direction**

This course provides a practical introduction and the theoretical underpinnings for the art of conducting and study of the musical score. At the center of this endeavor is the analysis of music through the lens of the conductor-scholar, which develops in the expression of music through gesture. Students will be required to attend weekly workshops in the art of conducting, as well as in the study and analysis of three major works of contrasting styles. The course culminates in a final conducting workshop with professional musicians.

Distributive: Dist:ART

**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.

Distributive: Dist:TMV; WCult:CI

**NAS 30.11 - Circumpolar Archaeology and Environments**

This course focuses on Arctic history as revealed by archaeological research on the 40,000-year history of humans in the Arctic and how Arctic peoples and cultures adapted to and changed Arctic environments from Late Pleistocene times to recent times. The course covers the historical development of Arctic archaeology, relevant archaeological and anthropological theory, methods of archaeological analysis and interpretation, and how archaeology is practiced in the North today. The latter topics will include issues like repatriation, museum collecting and display, heritage awareness, tourism, economic development, education, and climate change.

Distributive: Dist:SOC; WCult:NW

**NAS 30.12 - Native Americans of the Southwest: Realities and Representations**

The course focuses on the past and present cultures of the Rio Grande Pueblos, Navajos (Dine), Apaches (Inde), Zunis, and Tohono O'odham, and explores such issues as spirituality, language and culture, environment and landscape, kinship and sociopolitical organization, cultural continuity and change, and sovereignty. It also looks at how American visitors, residents, and anthropologists have imagined, understood, and represented these Native people in a variety of ways. Both the biases and insights of their perspectives are discussed and compared with the ways that indigenous tradition-bearers, activists, and academic scholars have represented their own cultures through storytelling, visual arts, museum displays, and various forms of writing.

Distributive: Dist:SOC; WCult:CI

**NAS 30.13 - History of the Indigenous Peoples of the Southwest**

In this course, we will study the Indigenous Southwest as a historical object made possible by multiple, intersecting sociocultural, economic and political projects. Rather than conceptualizing Indigenous and colonial history as separate phenomena, we will consider them as relational



elements in an unequal process of creating the Southwest, as we know it today. We will begin by identifying common historical narratives of the Indigenous Southwest before moving chronologically through the processes of Spanish conquest to present-day issues of Native American self-determination. Along the way, we will focus on specific Indigenous groups—including the Apache, Navajo, Pascua Yaqui, Hopi, and Tohono O’odham—and their experiences of colonialism’s many forms. Themes to be highlighted include the major differences between Spanish, Mexican, and American colonial practices; sociocultural, economic, and political transformations of Native communities; gender dynamics, and ethnogenesis.

Distributive: Dist:SOC; WCult:CI

### **NAS 30.14 - Indigeneity and Development**

This course asks how historical and contemporary development efforts have shaped indigenous communities. What ideological and technical tools have been used to transform native territories? How have national development programs shaped experience in settler-colonial contexts? Finally, how has native sovereignty been articulated through indigenous development efforts? We will draw on examples from the Americas, Africa, and Asia to understand how place-based development has been part of global networks of imperialism and resistance.

Distributive: Dist:SOC

### **NAS 30.15 - Contemporary Native American Art**

This course will focus on contemporary Native American artists and the variety of artistic practices that make contemporary Native American art so diverse.

Distributive: Dist:ART; WCult:CI

## Philosophy

### **PHIL 1.13 - The Historical Philosophy of W.E.B. Du Bois**

This course will examine the historical philosophy of the towering Black scholar and great freedom fighter of the 20th Century. We shall engage in close readings of Du Bois’ classic work, “The Souls of Black Folk” (1903) as well as subsequent essays in his magisterial corpus, especially his classic autobiography, “Dusk of Dawn” (1940).

### **PHIL 9.08 - Ethics and the Internet**

How do we understand moral agency and moral responsibility in the context of the internet? What rights, protections, and obligations govern, or should govern, social media? Readings and discussions will include: privacy, harm, surveillance, consent, pornography, freedom of expression, accountability, anonymity, games, violence, and activism.

Distributive: Dist:TMV

### **PHIL 29.02 - The Infinite**

Infinity is an indispensable concept for mathematics. Arithmetic deals with infinitely many natural numbers, geometry with infinitely long lines, calculus with infinitely small changes, and set theory with multiple levels of infinity. But the infinite raises distinctive philosophical problems. Just what is our concept of the infinite? A completed totality larger than any finite totality? Something that extends beyond all bounds? What justifies us in applying this concept? Are there larger and smaller levels of infinity? How many? Moreover, how are we to deal with the paradoxes that arise from the concept? The infinite also has a related, but arguably distinct use in certain philosophical debates where it is used to denote ideas of perfection or completeness, e.g. of the divine or human reason. What is the relationship between this notion of the infinite and its use in mathematics? Readings will include historical and contemporary sources, from Aristotle to Cantor to today.

Distributive: Dist:TMV

### **PHIL 40 - Race, Gender, Sexuality**

This course focuses on the critical examination of race, gender, sexuality, and other intersecting categories of identity, oppression and resistance such as class, nationality, and dis/ability. Prerequisite: One course in philosophy or permission of the instructor

Distributive: Dist:TMV; WCult:CI

### **PHIL 45.01 - Paradoxes and Puzzles**

Paradoxes have played influential roles in philosophical investigations since antiquity. Paradoxes figure both in arguments for important philosophical theses and in (alleged) refutations of substantive positions. This course considers a selection of celebrated paradoxes along with important attempts to solve them. Students will consider topics in a variety of fields, possibly including philosophy of language, logic, ethics, decision theory, metaphysics, epistemology, and philosophical methodology.

### **PHIL 50.26 - Philosophy and the Quantum World**

Many striking claims have been made on the basis of quantum mechanics—that the future is undetermined, that an object can be in two places at once, that consciousness has a special causal role, that the future can affect the past, and so on. Quantum mechanics is an incredibly powerful theory; but it is also a deeply troubled theory, and it is far from obvious what it says. In this course we will study quantum theory, its central difficulty (the measurement problem), and options for avoiding the difficulty. We will also evaluate philosophical claims that have been made on the basis of quantum mechanics. No acquaintance with modern physics will be presupposed.

Distributive: Dist:TMV

## Physics and Astronomy

## Psychological and Brain Sciences

### PSYC 51.11 - Thinking About Thinking

How do you solve a complicated problem, whether the problem is social, engineering, conceptual or scheduling? This course explores how we store and use information, in other words how we use our knowledge to think. Successfully using our knowledge is key to teaching and learning. We will explore questions underlying thinking and learning and their applications (e.g. to education), including methodology, processes, variability, individual differences, and flexibility. We will examine these questions taking a broad perspective from education and related disciplines.

Distributive: Dist:SOC

### PSYC 53.12 - The Behavior of Groups

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

Distributive: Dist:SOC

### PSYC 59 - An Introduction to Psychological Assessment

This course is an overview of current approaches to the psychological assessment of individual differences in development, intelligence, personality and special abilities. It will consider the strengths, weaknesses, and issues associated with each approach and will cover the basic principles of test construction, evaluation, and interpretation. The course will also include a history of psychological testing, and a consideration of the important theoretical, ethical and social issues which psychological assessment has raised. Prerequisite: Psychology 1 and 10. Scheiner

Distributive: Dist:SOC

### PSYC 80.02 - Neuroeconomics

Neuroeconomics is a new emerging field where a combination of methods from neuroscience, psychology, and economics is used to better understand how we make decisions. In this seminar, we learn about economic and psychological theories that are used to investigate and interpret neural activity and processes which underlie decision making. We also examine how recent neurobiological discoveries are used to refine decision theories and models developed in psychology and economics. During this course, not only will students read and discuss the most current research findings in neuroeconomics, but also gain hands-on experience with experimental paradigms used in that research.

### PSYC 81.08 - Animal Cognition

Can rats empathize with others, or experience regret? Can birds grasp the intentions of others, or imagine the future? Do dogs deliberately deceive their human companions? This seminar will explore the cognitive abilities of a range of animals through the careful analysis of behavior, defining rigorous and measurable criteria for inferring complex behaviors, and contrasting them with simpler alternatives. We will draw on neural data, asking if phenomena such as creativity, mental time travel, and theory of mind can be detected based on the observation of brain activity. Finally, we will consider questions relative to human health: can mice become schizophrenic, chronically depressed, or develop post-traumatic stress disorder? Lively discussion in the classroom is encouraged.

### PSYC 81.09 - Storytelling with Data

In a world plagued by “alternative facts” but flush with “big data,” how can we find truth? For example, can truth be objectively defined, or are there many equally valid truths? And does truth depend on the question we're asking, or is it a fixed property that we could somehow uncover with the right analysis? These sorts of question align with other deep questions about how we can really “know” something. For example, can we really ever hope to prove that the universe works in a particular way? If so, how? Or if not, what's the point of observing the world around us at all, or of becoming a scientist? In this course we will define truth from a (somewhat cynical, but embarrassingly practical) psychological perspective: **truth is the story about data that others find most convincing**. To that end, we will examine (from this psychological perspective) tools and strategies for finding patterns in complex datasets, crafting convincing stories about those patterns, and communicating them to others.

### **PSYC 81.10 - Neural Bases of Attention and Consciousness**

This course will cover the relationship between volitionally attending and consciousness, particularly in the domain of human visual processing. By consciousness we mean that which is currently subjectively experienced. The relationship between attention and consciousness appears to be very tight; that which we choose to attend to we are conscious of, and that which we are conscious of we could choose to attend to in the next moment. We will examine what is known about the neural bases of the different types of attention, with a particular focus on 'endogenous attention,' which is the mode of attending that is under volitional control. We will at the same time examine what is known about the neural bases of visual consciousness, with a particular focus on those aspects of neural processing that are modulated by volitionally attending to a stimulus or not. In addition to one main text ("The Quest for Consciousness" by Christof Koch) we will read scientific papers that place useful constraints on the neural bases of volitional attention and visual consciousness.

### **PSYC 83.07 - The Problem of Other Minds**

Success in a social world requires understanding other people's thoughts and feelings. Yet, other people's mental states are not directly observable: you cannot see a thought or touch a feeling. Nonetheless, humans are actually quite proficient in inferring these invisible, internal states of mind. How do we accomplish these mind-reading feats? This course will address this question, which is known as 'the problem of other minds.' We will tackle 'the problem of other minds' from multiple angles, relying heavily on neuroscience and psychology research, as well as a few foundational papers from philosophy. Specifically, we will address questions such as: Do specialized portions of the brain accomplish mental state inference? When do mind-reading skills develop in children and are humans the only species that can represent other minds? Why do some people, such as individuals with autism spectrum disorder (ASD), experience difficulties in understanding others? What leads to biases in mental state inference, such as anthropomorphism (when people attribute mental states to inanimate objects) and dehumanization (when people under attribute mental states to humans)?

## **Quantitative Social Sciences**

### **QSS 30.08 - Misperceptions in Politics: When Do They Matter and Why?**

Many citizens hold misperceptions about political facts. When and why do they matter? This course examines the causes and consequences of misperceptions, strategies for correcting misperceptions, and the tools scholars use to study misperceptions scientifically. These tools include surveys, experiments, and a widely used statistical computing program (R). Students will work together (with

the instructor) to design, execute, and report an original experimental study of misperceptions.

Distributive: Dist:QDS

## **Religion**

### **REL 19.22 - Gender and Judaism**

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

Distributive: Dist:TMV; WCult:CI

### **REL 19.23 - Ecology, Ethics and Religion**

The biosphere has evolved a level of biodiversity unprecedented in earth history in a period (the last ten thousand years) known as the Holocene in which humans evolved from hunter-gatherers to agrarians and industrialists. Agriculture enabled the development of complex civilizations which had a tendency to press ecological support systems to the point of collapse. The latest of these – industrial capitalism – is now a global civilization and is putting pressure on the planet as a whole to the extent that the evolving and reparative capacities of life on earth are at risk. Despite a groundswell of environmental protest, and regulatory changes, mainstream conservation and climate science has not yet changed the direction of civilization in a more sustainable direction. Some in the conservation movement have joined forces with religious leaders such as Patriarch Bartholomew, and Pope Francis who penned an 'environmental encyclical' in 2015, in recognition of the enduring cultural power of religion and of its potential to promote pro-environmental beliefs and behaviors. In this course we will study the book which inspired the formation of the EPA in the United States, a survey of environmental ethics by the 'founding father' of the field, a history of ideas perspective on the cultural origins of the environmental crisis and possible faith-based repairs.

Distributive: Dist:TMV

### **REL 19.24 - Ancient Magic and Religion**

Bindings and curses, love charms and healing potions, amulets and talismans – from simple spells to complex group rituals, ancient societies made use of both magic and religion to try to influence the world around them. In this course, we shall examine the roles of magic and religion in

the ancient Greek and Roman worlds, paying special attention to their local contexts and to the myths and actual techniques ancient practitioners used to serve their clientele. We examine descriptions of religious and magical practices in the multicultural contexts of ancient Greece and Rome. Our sources include literary accounts, legal documents, and material objects, such as inscriptions, amulets, tablets, and papyri.

Distributive: Dist:INT or TMV; WCult:CI

### **REL 19.25 - Religions of the Caribbean**

This is an introductory course that explores African-derived religious practices of the Caribbean. Drawing on works of fiction, social science and historical studies, the course uses the African and Caribbean diaspora as analytical frameworks to understand the role of religion in diasporic communities. The course will explore the effect of New World slavery and migration and the process of creolization on Afro-religious practices. While the course focuses predominantly on the English-speaking Caribbean, we will also examine traditions in the French- and Spanish-speaking Caribbean, including Brazil. Open to all.

Distributive: Dist:TMV

### **REL 19.26 - Pentecostalism & Social Change**

The study of global Pentecostalism is a rich subject geographically, theologically, and culturally. This course examines the origins of the tradition and its socio-political context in various regions of the world. Through case studies, history, and theoretical readings, we will explore the roots and routes of Pentecostalism throughout North America, Latin America, Africa, and the Caribbean. In addition to learning about the core doctrines and liturgical practices, the course also addresses the implications of Pentecostalism for race, gender and sexuality, and globalization. Open to all.

Distributive: Dist:TMV

### **REL 32.08 - Catholicism & Orthodoxy in the Americas**

A survey of Orthodox and Catholic expressions of faith in the New World, beginning with New Spain in Latin America, New France in Québec, and Russian Orthodoxy in Alaska to the present. Discussions will include treatment of Native Americans, immigration and nativism, debates about cultural assimilation, the role of women, liberation theology, the impact of Vatican II and *Humanae Vitae*, and clergy sex scandals.

Distributive: Dist:TMV; WCult:W

### **REL 54 - African American Religion and Culture in Jim Crow America**

Jim Crow segregation in the United States compelled many African American men and women to use their bodies—their hands, feet, and voices—to create sacred scenes, sounds, and spaces to articulate their existence in America.

This seminar focuses on religious production to explore African American culture in the post-Civil War era. Students will analyze a variety of sources, including music, visual art, film, religious architecture, sermons, food, theater, photography, and news media.

Distributive: Dist:ART; WCult:CI

### **REL 74.11 - The English Bible**

In this course, we will study first the earliest Bibles produced in southern Scotland and northern England, focusing in depth on the most beautiful and most important: the Lindisfarne Gospels, the Codex Amiatinus, and the Book of Kells. Second, we will study the history of the rendering of these and other early Latin Bibles into English, culminating with the famous King James Version, commissioned in 1611 by King James VI of Scotland/James I of England. While on the Religion Foreign Study Program (FSP) at the University of Edinburgh, the course will include field trips to the island of Iona, the Holy Isle of Lindisfarne, Melrose Abbey, Durham Cathedral, and Edinburgh and Stirling Castles are integrated into our study.

Distributive: Dist:TMV

### **REL 74.12 - The Jew in the Protestant Imagination: Merchant of Venice**

This seminar is an interdisciplinary study of Shakespeare's *The Merchant of Venice* that will examine the history of Christianity's attitudes toward Judaism, the fate of Jews within Christian Europe, especially in England prior to the expulsion of the Jews in 1290, and the effect of these histories on the composition of the play, the representations of its main characters, particularly Shylock and Portia, and its reception through the centuries, with attention to its role in modern attitudes toward Jews and toward anti-Semitism. We will approach the material as scholars of history, literature, and religion. We expect to attend closely to the gendered and racialized representations of Jewishness and Christianness in the play and in English culture more generally. The impact of the play will be examined with particular reference to modern German and English literary traditions. We will also examine some major developments in the staging of the play, with particular attention to Yiddish versions, Israeli productions, and Nazi-era German stagings, as well as several film versions. A selection from the major critical literature on the play will be studied.

Distributive: Dist:LIT; WCult:W

### **REL 74.14 - Religion and Social Struggle**

This course examines twentieth and twenty-first century social struggles through a religious lens. Karl Marx famously described religion as the “opiate of the masses.”

In practice, however, religion has been a resource for resistance as well as a mechanism of control. Drawing on case studies from the U.S. and Latin America, this course analyses how both sides of a conflict understand and deploy religious concepts. How do those in power approach religion? How does this differ from how those outside power structures mobilize it? How do uses of religion evolve to accommodate different cultural contexts and new political circumstances? These are some of the questions this course will consider in preparation for analyzing contemporary movements such as Standing Rock and Black Lives Matter.

Distributive: Dist:TMV

### **REL 80.09 - Bible, Sex, and Sexuality**

In our society, when controversial issues about sex and sexuality arise (e.g., the nature of marriage; homosexuality), participants in the debate often refer to the Bible and claim it mandates certain points of view. But the Bible's position is not necessarily so clear-cut. This course will take a close look at representative biblical texts and relevant scholarly literature in order to examine the Bible's complex perspectives on topics such as marriage, homosexuality, adultery, prostitution, incest, and celibacy.

Distributive: Dist:TMV

## **Russian Language and Literature**

### **RUSS 38.09 - Creative Writing in Russian: Russian and Ukrainian Short Story**

This class is conducted in the format of a workshop and provides learners and speakers of Russian with an opportunity to engage in creative writing in Russian. We will read selected Russian, Ukrainian (and other) literary texts and examine them from the perspective of a writer rather than a reader or a critic. We will also explore semantic, stylistic, and poetic resources of language through a variety of experimental assignments. Finally, each student will undertake their own creative writing project, which will center on a specific literary genre and a specific topic chosen as the cultural-historical focus for the course. For the Fall of 2017, this topic will be the 1960s-70s in Ukraine, which, at that time, was part of the Soviet Union. Each student will write one short story, set in 1960-70s Ukraine, and written from the perspective of an imaginary, yet historically grounded, narrator. The reading list for the course will include some of the best short stories written in the Russian and the Ukrainian languages as well as collateral texts and films of various genres devoted primarily to the 1960s-70s in Ukraine and the Soviet Union. These readings and viewings will serve as a reservoir of characters, situations, plots etc. which could inspire, or even serve as prototypes for the students' own short stories.

Distributive: Dist:ART; WCult:W

## **Sociology**

### **SOCY 20 - Population and Society**

The world's population will more than double from 7 to 16 billion people by 2100. What are the implications of this for public policy, population health and aging, fertility and reproduction, immigration, and social inequality? This course answers these questions and more. It will introduce students to the study of social demography and population studies, with a focus on understanding how population processes influence and shape social problems. Students will learn how to use the basic demographic tools used to study population processes, as well as the important debates surrounding the causes and implications of such changes.

Distributive: Dist:SOC

### **SOCY 49.24 - Sociology of Human Rights**

In 1948, the *Universal Declaration of Human Rights* called on the world's nations to respect the "inherent dignity and...the equal inalienable rights" of all people. But while the declaration helped globalize human rights, the world continues to experience genocide, torture, slavery, discrimination, and the wide-scale displacement of people. The course seeks to gain a greater appreciation of the complex social forces that impede human rights while also imagining new strategies to address current-day human rights challenges. Students will critically examine human rights case law, develop a non-governmental organization, and participate in a simulation of the United Nations Security Council.

Distributive: Dist:INT or SOC; WCult:W

### **SOCY 54 - Chasing the (Causal) Dragon: Intermediate Quantitative Data Analysis for Sociologists**

Sociologists and other social scientists are often interested in understanding causal and dynamic social processes such as:

*"How do the places we live, work, and play get under the skin and affect health and well-being across the life course?"*

*"Does upward social class mobility change one's political attitudes?"*

*"What social currents are responsible for changes in support for same-sex marriage across historical time?"*

*"Are long-standing racial inequalities declining, persisting, or increasing in recent years?"*

Many of these questions are methodologically difficult to answer with observational (non-experimental) data, and they require that we get a handle on the study of change, context, and causality. You likely have learned how to answer questions like these with standard OLS (linear) regression techniques and cross-sectional data, which

remain useful tools in social scientists' methodological toolbox. But these techniques are also quite limited, and impose strict assumptions that do not allow us to meet many of our goals, adequately answer our questions, or provide stringent tests of our theories and hypotheses.

In this course, we'll pick up where introductory statistics courses leave off, and get an introduction to more advanced statistical methods for observational data, including but not limited to: regression for categorical dependent variables, fixed and random effects models, and hierarchical linear modeling. This course will be a mix of seminar and lecture, where we will be focused on understanding how we can use these methods to better meet our goals and answer our research questions. Put differently, this course is less focused on going "under the hood" and more focused on "how to drive"—specifically, we will interrogate the assumptions and use of these statistical methods in the social sciences and learn how to implement these methods using STATA. This will include: discussion of core methodological assumptions and limitations, how to apply these statistical methods in different settings, and learning when specific methods are appropriate tools and when they are not. We will explore these issues through student-led discussions, hands-on data analysis, and dissecting the application of these methods in academic journal articles. As part of this course, you will be exposed to (and critique) a wide range of sociological research published in our major disciplinary journals. The course will culminate in an independent research project where students will analyze data and use the one or more of the modeling techniques discussed during the term to answer a sociological research question of their choosing. **SOCY 10 or equivalent and a basic understanding of STATA is required to enroll in this course.**

Distributive: Dist:QDS

### **SOCY 65 - The Social Psychology of Inequality**

Sociological social psychology examines the relationship between individuals and the larger social systems in which they are embedded, including interactions, groups, institutions, and cultures. This course will use key social psychological concepts (e.g., status, power, stigma, justice, identity) to explore how inequality is created, reproduced, and resisted. We will study how inequality operates in different social and institutional contexts (e.g., work, family, schools), and for members of different social groups (e.g., race, class, gender, age).

Distributive: Dist:SOC

## Spanish and Portuguese Languages and Literatures

### **PORT 2 - Portuguese II**

**\*For Summer 2017 and Spring 2018, PORT I and II MUST be taken concurrently in order to proceed to PORT III in the fall.**

Further intensive study of grammar and vocabulary with a focus on culture. Oral class activities, readings and compositions, and use of films, music and other media. Weekly drill sessions. *Never serves in partial satisfaction of the Distributive or World Culture Requirements. Open to first-year students by qualifying test and to others who have passed PORT I.*

### **SPAN 40.07 - Dark Mirror: Spanish Detective Fiction**

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

Distributive: Dist:LIT; WCult:W

### **SPAN 40.08 - 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 narratives 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: Dist:LIT; WCult:W

### **SPAN 43.04 - The Best Hispanic Poetry: Emotion for the Contemporary Reader**

Sentiment and subjectivity establish themselves as pillars of modern poetry. In order to overcome its restrictive communicative function and prevail over time, language dwells in a figurative realm with the assistance of a metaphorical leap. This course will concentrate on the study of some of the finest poems and poets of the Spanish language. Starting with some early examples of the Castilian lyrical tradition (Jorge Manrique, Garcilaso de la

Vega, Luis de Góngora or Sor Juana Inés de la Cruz), we will take pleasure in reading and study major canonical figures like Rubén Darío, Gabriela Mistral, Federico García Lorca, and Pablo Neruda. Particular attention will be paid to contemporary manifestations of poetry that inhabit the territory of popular songs.

Distributive: Dist:LIT; WCult:W

### **SPAN 45.03 - Spanish Leviathan: Literature and State Violence from 1812 to 2009**

Spain's modern history could be read as an almost incessant succession of wars, authoritarian dictatorships, and repressive gestures. The state's monopoly of violence, its rhetoric of sacrifice and regeneration, and its self-arrogated historico-political superiority have been at the core of many of these tense processes. In this course, students will be exposed to a series of Iberian literary texts that deal with this issue and, in a concise and pedagogic fashion, to the most relevant theories and critiques of the modern state (i.e. Hobbes, Kant, Hegel, Marx, Mill, Schmitt, Benjamin, Derrida, Agamben).

Distributive: Dist:LIT; WCult:W

### **SPAN 50.02 - 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 the relativization of family, love, drugs, sexuality, life, death, and democracy; and the devaluation of morals, history, and culture. Authors include Vázquez Montalbán, Marías, Loriga, Montero, Riera, Almodóvar, de la Iglesia, Amenábar, and Balagueró.

Distributive: Dist:LIT; WCult:CI

### **SPAN 53.02 - Spanish Linguistics, Rhetoric, Poetics and the Politics of Language**

This course surveys the evolution of the Castilian language, with special emphasis on the influence of Arabic and indigenous languages of the Americas, Judeo-Spanish (ladino), Italianisms and Cultisms, Voseo, and the influence of English. A special emphasis is given to the period of standardization between the 17th and 19th centuries that leads to the Spanish we speak and write today. A second core of the course reflects on the politics of language by focusing on the history of Language Academies; the production of Grammars, Dictionaries, and Orthographies; the relation between Castilian and other languages in Spain and Latin America; the history of Hispanism; and the place of bilingualism in the United States.

Distributive: Dist:INT; WCult:W

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

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

Distributive: Dist:SOC

### **SPAN 55.07 - Revolution & Art in Mexico**

This course explores the cultural production of the Mexican Revolution (1910-1940) through an analysis of essays, literature, visual art, and cinema. It focuses on how the revolutionary ethos entered into relation with art, race, gender, religion and socialism in order to conceive a new social order and new forms of cultural imagination. The course content provides a clear understanding of the diverse set of interests and ideas that shaped the revolutionary process and continue to play an important role in contemporary Mexico. At the same time, the close examination of revolutionary representations sheds light on the problematic relations between aesthetics and politics, thought and praxis in modern societies. Works by Orozco, Rivera, Campobello, Vasconcelos, Flores Magón, Azuela, Maples Arce, among others.

Distributive: Dist:ART; WCult:NW

### **SPAN 55.08 - The New Argentine Love Story**

This course on writers born after 1970 offers an exciting overview of very diverse Argentine contemporary literature and introduces a generation of writers who witnessed the Malvinas War, the fall of the Berlin Wall, the end of the Cold War, the birth of the Internet, the September 11th attacks in NYC and the gravest political, economic and social crisis that Argentina faced in its entire history—the influential, haunting crisis of 2001. Works by: Florencia Abbate, Oliverio Coelho, Washington Cucurto, Mariana Enriquez, Federico Falco, Iosi Havelio, Luciano Lamberti, Nicolás Mavrikis, Pola Oloixarac, Romina Paula, Lucía Puenzo, Patricio Pron, Hernán Ronsino, Samanta Schweblin, J.P. Zooey.

Distributive: Dist:LIT; WCult:NW

### **SPAN 55.09 - Revoltosos/as: Forms of Rebellion and Revolution in Imperial Spain and Spanish America**

An indigenous rebellion helps overthrow a viceroy in Colonial Mexico; a woman in disguise joins the army and receives royal permission to live as a transgender male; a poet openly criticizes court politicians; a painter manages to question Catholic dogmas in his religious portraiture. It may be hard to imagine that there were multiple forms of rebellion and revolution under Absolutism in early modern

Europe. But that is of course a prejudice from our modern times that need to be debunked in light of social attitudes towards power documented during that time period. We will explore salient cases from political revolution to subtle resistance in early modern texts and images of Spain and Spanish America. We will unearth impactful political upheavals as well as individual and collective forms of resistance relating gender, race, religion, etc., and forms of anti-establishment sentiment that occurred more often than we could imagine.

Distributive: Dist:LIT; WCult:W

### **SPAN 65.06 - Crossing the US-Mexico Border: Myths and Icons of Hybridity**

The US-Mexico border is both a vital zone of contact and a death zone between two of the most diverse and vibrant cultures in the Americas. We will study how border writers, artists, and filmmakers from both sides of the border represent that in-between space that some argue is fast becoming a third nation. Readings and films will include Eduardo Parra, *Tierra de nadie*, Crosthwaite, *La luna siempre será un difícil amor*, Campbell's *Tijuana*, Rosina Conde's internet novel *La genara*, and María Novaro's films *El jardín de Edén* and *Sin dejar huella*, among others. Readings will be in Spanish and English.

Distributive: Dist:INT or LIT; WCult:CI

### **SPAN 65.07 - Staged Rebellions: Dissidence in Latin American Theatre**

In this class, we will be studying plays from Spanish-speaking Latin America. To give coherence to this broad field, the readings will focus on plays that have *rebellion* and the *rebel* as their central theme. 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 and performance. An important part of our discussions and performance analyses will involve the nature of rebellion, its manifestations, and consequences.

Distributive: Dist:ART; WCult:NW

### **SPAN 65.08 - War Pics: Photography in 19th Century Latin American Conflicts**

This course focuses on the history and uses of photographic images in Latin America during armed conflicts in the 19th century. We will analyze the impact of photographic records during the American Civil War (Alexander Gardner), the Paraguayan War (George Bate), the War of Canudos (Victor Torres), the Argentinean "Conquest of the Desert" (Juan Pi), and the War of the Pacific. We will also explore the works on photography by Roland Barthes, Jacques Rancière, and Georges Didi-Huberman among others, as well as Latin American visual theorists such as Jens Andermann, Robert Levine, Beatriz González-Stephan, and Miguel Angel Cuarterolo.

Distributive: Dist:ART; WCult:NW

### **SPAN 80.13 - Hispanophilia and Hispanophobia, then and now**

The US Census Bureau predicted that the US Hispanic community will grow to 96,500,000 by 2050 and will constitute a quarter of the total population of the country. This prediction occurred before anti-immigration and anti-Hispanic rhetoric permeated conservative political discourse in recent times. The political status of the Spanish language in local and global contexts is highly contested today, and so is the place of Hispanic cultures. This course looks at linguistic policies and politics that contributed to abhor or extol the Spanish language in Spain and across the Atlantic, both north and south of the Rio Bravo. We will look at case studies from Spain, Latin America and the US Latino communities from a modern and historical perspective, so as to understand how cultural and governmental institutions have shaped and shaken Spanish-speaking communities around the globe. Students will research the perplexing history of pro- and anti-Hispanic rhetorics in order to understand how the Spanish language came to be a global instrument of communication used by millions, but one that can be severely harmed and stigmatized.

Distributive: Dist:INT or LIT; WCult:W

## **Studio Art**

### **SART 17.16 - Personal Iconography & the Public Debate: Text, Image and Form**

This class will give students the chance to explore the relationship of what you want to say to how you say it in art, with a strong focus on combining image, text and material. How do text and image work together to create art that engages and demands its place in the public exchange of non-art related ideas? Making use of research students will work in the studio to realize their ideas. Students will make broadsides at the Book Arts Workshop in Baker-Berry, and create a public intervention at a place of their choosing. Supplemental course fee required. Enrollment is limited.

Distributive: Dist:ART

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

"This course will explore non-conventional, artisanal modes of experimental and avant-garde cinema that focus on the materiality of moving image media formats. By utilizing a variety of techniques--direct image and sound manipulation on 16 mm film, hand-processing, ray-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: Dist:ART

### **SART 17.18 - Art & Activism**

This course will look at various international and domestic artists to examine how contemporary visual art can be a form of social activism.

Instead of working in one medium, students will have the opportunity to experiment with multiple media like drawing, painting, digital photography & collage, and video. The focus of the course will be on art practices in the context of social activism and its potential to interrupt conventions surrounding history, culture, identity and politics. In the spirit of its subject, students will utilize a range of media with the goal of visualizing the relation between medium and concept, art and thought, self and world.

Some of the questions we will be asking are: how do we identify issues and formulate questions in visual terms? What are the advantages and disadvantages, limitations and possibilities of each medium? How do we make aesthetic choices based on a particular subject? And to what extent do materials and artistic practices have an impact on our ideas? Supplemental course fee required

Distributive: Dist:ART

## **The John Sloan Dickey Center For International Understanding**

### **INTS 17.09 - Multilingualism and its Others**

"Multilingualism" and "monolingualism" are notions that appear clear-cut, uncontested, and normative. But are they? In this case, we will examine the rise (and fall) of multilingualism and its others -especially monolingualism- to sharpen out understanding of these terms' use and implications. Where and when did they emerge theoretically? What challenges do they pose to writing, translation, the global traffic of texts, and language-learning advocacy? Readings will draw on several disciplines, with research projects reflecting each student's investment in the topic.

Distributive: Dist:SOC

### **INTS 17.10 - Fascisms**

This class is about fascisms and the plural is not a typo. We will ask ourselves the question: how did fascism rise to power? Why did people support it? We will focus initially on the original model for fascist dictatorships, that is Italian fascism, but we will also have in-class presentations

by Dartmouth professors on German, Spanish, French and Japanese forms of fascism. This is a course that will concentrate on history, film, literature, and fashion in order to talk about the slippery definitions of fascism.

Distributive: Dist:INT; WCult:W

### **INTS 17.11 - Strange Natives, Strange Women: The Uninvited Others of European Literature**

How have Europeans colonizers represented differences between themselves and the peoples they have conquered? How do perceived or imagined differences of ethnicity or gender arise from and help constitute the colonizers' own sense of cultural and national identity? We will explore these questions in literature and travel writings by authors such as: Bâ, Babel, Césaire, Conrad, Equiano, Euripides, Friel, Rhys, Rider Haggard, Shakespeare, and Tolstoy.

Distributive: Dist:LIT; WCult:W

### **INTS 17.12 - New Latin America Cinema**

With the emergence of filmmakers such as Alejandro Iñárritu (Mexico), Lucrecia Martel (Argentina), and José Padilha (Brazil), the last decade has seen a creative boom in Latin American cinema that includes art house cinema, blockbusters, documentary, and experimental film. Beginning with a quick overview of key forerunners, this course will focus on the major directors, genres and aesthetic trends that characterize the new Latin American cinema. We will also pay attention to the role film festivals-such as the Havana Film Festival, BAFICI in Buenos Aires, and the Berlin Film Festival-have played in promoting Latin American films.

Distributive: Dist:INT

### **INTS 17.13 - Cultures of Surveillance: Globalization and Film Trilogies**

*Who's watching whom, and why does it matter?* A number of 21st century popular film trilogies highlight cultures of surveillance within the context of globalization. Is there a relationship between plots based on global surveillance techniques and the fact that these plots are so successfully developed through film *per se*? What is the implied role of the viewer in such films? In what way does trilogy as a form of fragmented storytelling contribute to our understanding of surveillance across borders? Who identifies with whom in these tripartite visual narratives of globalization? What is the relationship among intertwined plotlines, global/international intrigue, geo-political borders, the role of the hero, and the role of viewers?

Distributive: Dist:LIT; WCult:W

## The Nelson A Rockefeller Center for Public Policy

### PBPL 46 - Policy Implementation

Good policies are neither self-executing nor self-enforcing. Likewise, bad policies are not self-destructing. Indeed, when the President signs a law, this is but the beginning of a new set of equally important political activities and policy battles. This course explores central features of implementation, including bureaucratic activity, judicial review, and street-level administration, and central concepts including principal agent relationships, delegation, oversight, interpretation, maintenance, and erosion, through key cases, including police, health care, and civil rights.

Distributive: Dist:SOC; WCult:W

## Theater

### THEA 35 - Acting for Musical Theater

This course will introduce students to the techniques used by actors/singers to play musical theater scenes believably, honestly and dynamically. Basic acting techniques will be taught as well as work in singing, text analysis, movement and speech. Students will begin with individual songs, then prepare, rehearse and present two-person musical scenes from *Company*, *West Side Story*, *Side Show*, *Jane Eyre*, *Into the Woods*, *Passion*, *She Loves Me*, *The Secret Garden*, *Follies*, and others. Permission of the instructor is required.

Distributive: Dist:ART

## Womens Gender and Sexuality Studies

### WGSS 23.02 - American Women in the Twentieth Century

This course is a multi-cultural multi-media history of American women from the Civil War to the present. We will discuss race and class tensions in the woman suffrage movement; women, labor, and radicalism from the 1910s through the 1940s; civil rights, welfare rights, the rebirth of feminism in the 1960s and 70s; and backlash politics from the 1950s to the 1980s.

Distributive: Dist:SOC; WCult:CI

### WGSS 30.05 - Maid in America: The Politics of Domestic Labor

In *Maid in America* we study the representation, history, and rights of domestic workers in the Americas with a focus on the United States, Brazil, Mexico, Chile, and Argentina. Specifically, we look at representation and rights from artistic, legal, and sociological perspectives. Using the the theoretical frames of intersectional and transnational feminism we will analyze primary texts that

include essays, manifestos, theater, and documentary film. Topics we will explore will include media representation and controlling images, migrant imaginaries, invisible labors, modern-day slavery, the feminization of migrant work, and labor organization and rights. The class will include a theater workshop component that will culminate in the public presentation of an original group performance titled: *Making the Invisible Visible: The Politics of Domestic Labor*.

Distributive: Dist:ART; WCult:CI

### WGSS 32.03 - The Constitutional Rights of Women

This course combines the study of U.S. Supreme Court cases that directly affected (and continue to affect) women's rights with the examination of women's narratives about their experiences in society before, during and after those landmark decisions. We will weave the stories of women of various races, religions, sexual identities and employment histories, many of whom were unwitting or unexpected plaintiffs in landmark Supreme Court cases, with the Court's reasoning and intentions in those opinions. We will also examine the evolution and contributions of the female justices of the U.S. Supreme Court and observe how their experiential rhetoric informs the Court's opinions.

Distributive: Dist:TMV; WCult:CI

### WGSS 33.03 - Gender and Judaism

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

Distributive: Dist:TMV; WCult:CI

### WGSS 37.04 - Carceral Geographies: Explaining Mass Incarceration in the US

Why are there so many people incarcerated in the United States and why are young people across the US calling for an end to police violence, some even for the abolition of policing? Is mass incarceration an inevitable product of slavery and Jim Crow? Why has prison expansion and law and order been a rallying cry make America safe (again) precisely at moments when violent crime rates were going down?

This course is designed to explore and explain the role of surveillance, criminalization, policing to historical and contemporary US state formation and global racial capitalism. This course proceeds from the idea that carceral

geographies such as prison towns, detention centers, police departments, welfare agencies, and surveillance apparatuses are spatial fixes for social, economic, and political crises. We will engage scholarship from critical prison studies, geography, gender and sexuality studies, and critical ethnic studies to understand the different dimensions and question that emerge from thinking about space, race, gender, sexuality, land, labor, and state capacity together. Students will have an opportunity to build their understanding of the historical and contemporary organization of people, places, ideas and infrastructure that makes up US carceral geographies. Student will also have a chance to familiarize themselves with the history of resistance to penal democracy. This course requires dedicated and rigorous reading. Each week we will read an entire book and analyze it in depth to create shared language and understandings about carceral geographies.

Distributive: Dist:SOC

#### **WGSS 40.04 - Black Women's Activism, 1970-present**

In this course we will explore several genres of writing, grounded in an intellectual engagement with the creative, scholarly, and activist writing of Black women of all genders from 1970 to the present. How does Black women's activism constitute a political intellectual tradition that impacts how we do research and pose questions? How does black women's activism refigure the categories and categorization of knowledge and knowledge production? What does it mean to write oneself into existence if and when knowledge is premised on their epistemic and actual disappearance? This course approaches Black women's intellectual and cultural production as one entry point into the project of creating from nothing, writing to become, writing as an act of survival, and writing to envision and practice new worlds. These are all vital skills in a rapidly transforming social, economic, political and climatic landscapes.

Distributive: Dist:SOC; WCult:CI

#### **WGSS 48.08 - Desire and Difference in 19th Century British Fiction**

This course will examine the phenomenon of moral panic in nineteenth-century British literature and culture through two linked but distinctive forms of sexual subjectivity: female heterosexuality and male homosexuality, connected forever in the 1885 Criminal Law Amendment Act that set the stage for the imprisonment of Oscar Wilde. We will consider the relationship between realist and sensationalist literary forms to trace the emergence and regulation of distinctly modern sexual subjectivities in mid- and late-nineteenth-century Britain.

Distributive: Dist:LIT; WCult:W

#### **WGSS 49.06 - Women and War in Modern Arabic Literature and Film**

Women are central figures in the political upheavals of the modern Middle East; their images have had a remarkable hold on national and international imaginations. This course investigates the representations of women and war in literature and film through such topics as colonialism and decolonization, Third Wave feminism, civil war, gendered spaces, the gender politics of national symbolism and liberation, as well as the politics and aesthetics of documentary film.

Distributive: Dist:LIT; WCult:NW

#### **WGSS 51.09 - Young Adult Literature**

This course explores the genre of young adult fiction in the 20th and 21st centuries. While the course will begin with a brief consideration of the conventions and early history of the genre, most of the course will examine post-1970s (most American) young adult novels. We'll trace the evolution of the genre in relation to ideas of racial innocence, sentimentality, consent, queer childhood, and revolutionary girlhood, and position the novels within historical contexts such as the rise of mass incarceration, settler colonialism, fantasies of post-racial politics, and environmental disaster. At the end of the course, we'll consider how young adult novels have created not just reading but creative communities and explore the kinds of fan productions that have emerged in relation to young adult novels. The course will include critical and creative assignments. Texts may include *The Hunger Games*; the *Harry Potter* series; *Are You There God, It's Me Margaret*; *The Outsiders*; *The Astonishing Life of Octavian Nothing*; *Vivian Apple at the End of the World*; *Fangirl*; *Artisotle and Dante Discover the Secrets of the Universe*; *Absolutely True Diary of a Part-Time Indian*; *The Fault in Our Stars*; *Ship Breaker*; *Long Division*; *Monster*; *Akata Witch*; *Make Your Home Among Strangers*.

Distributive: Dist:LIT; WCult:CI

#### **WGSS 52.04 - 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 history. 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: Dist:INT or LIT; WCult:W

### **WGSS 58.05 - Women in Art**

This course will explore the complex and varied roles of women in the arts: as artists, patrons, “muses,” and cultural critics. We will examine the structural conditions of art making in the academy and the studio, the market and the exhibition. We will investigate gendered notions of genius, creativity and originality, including the status of women artists as “exceptional.” Looking also at the female nude in Western art and feminist art in post-modernism, we will analyze the roles that femininity and masculinity play in modernism. With a focus mostly on the 18th-20th c., major figures include Artemisia Gentileschi and Judith Leyster, Mme de Pompadour, Elisabeth Vigée-LeBrun, Mary Cassatt, Berthe Morisot, Frida Kahlo, Barbara Kruger and Cindy Sherman, among others.

Distributive: Dist:ART; WCult:W

### **WGSS 59.07 - Latinx Performance**

This course offers a critical investigation of performance in the Americas through a queer and transgender/travesti lens. We explore specific social, political, and economic contexts in which artists are performing and interweave written texts with audio, visual, and other modes of doing theory. Our texts are interdisciplinary: we listen to music, watch films, do written performance responses, and read memoir, history, ethnography, manifesto, and critical theory. The course will be organized around various themes that can be transposed to many other areas of study. Creative and critical written assignments provide opportunities to develop self-reflexivity, writing and thinking skills, and making connections between our everyday lives and larger workings of power. Ultimately, the course invites students to think about how queer and trans/trava performance is imbricated with social justice artistic formations in the contemporary world.

Distributive: Dist:INT or ART; WCult:CI

### **WGSS 62.03 - Gender and the Anthropocene**

The Anthropocene—the era of human impact on the planet—is a gendered concept as well as a geological one. Humans have changed the planet, sparking extremes of liberation and oppression, hope and despair. Environmental change asks us to reimagine gender, race, class, and national identity as we consider the relationship between the human and the natural.

Brides, monsters, witches, cyborgs, and aliens often figure as gendered avatars of the Anthropocene in literature. We will examine literary works including *The Tempest*, *Frankenstein*, *Ceremony*, and *The Handmaid’s Tale* in the context of feminist ecology, science studies, and environmental criticism. Feminist and queer theory have complicated kinships with ecocriticism: we will trace out theoretical conversations among Carolyn Merchant, Val Plumwood, Silvia Federici, Vandana Shiva, Donna Haraway, Gayatri Spivak, Jane Bennett, Monique Allewaert, Tim Morton, and others.

Distributive: Dist:LIT; WCult:CI

### **WGSS 67.01 - Freud: Psychoanalysis, Jews, and Gender**

This course will examine how Freud’s own writings, his biography, and his biographers have shaped the perceptions of psychoanalysis as a specifically Jewish theory and practice. Through a reading of Freud’s texts on gender, sexuality, and religion, we will trace the connections between psychoanalysis, Jewishness, and gender that have impacted theoretical discussion. We will explore critique, including Horney, Reich, and Marcuse, and recent debate on the status of Freud in the U.S.

Distributive: Dist:SOC; WCult:CI



## Index

