

## NEW COURSE SUPPLEMENT 2017

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

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

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

## Table of Contents

New Courses .....	3
African and African-American Studies .....	3
Anthropology .....	5
Art History .....	7
Asian and Middle Eastern Languages and Literatures Arabic Chinese Hebrew Japanese .....	8
Asian and Middle Eastern Studies .....	9
Asian Societies Cultures and Language .....	10
Biological Sciences .....	11
Classics Classical Studies Greek Latin .....	11
Classics Classical Studies Greek Latin .....	12
Cognitive Science .....	12
College Courses .....	12
Comparative Literature .....	13
Computer Science .....	15
Earth Sciences .....	16
Economics .....	16
Education .....	17
Engineering Sciences .....	17
English .....	18
Film and Media Studies .....	22
French and Italian Languages and Literatures .....	24
Geography .....	25
German Studies .....	26
Government .....	27
History .....	30
Humanities .....	33
Jewish Studies .....	34
Latin American Latino and Caribbean Studies .....	35
Linguistics .....	37
Middle Eastern Studies .....	37
Music .....	41
Native American Studies Program .....	43
Philosophy .....	44
Psychological and Brain Sciences .....	45
Religion .....	46
Russian Language and Literature .....	47
Sociology .....	48
Spanish and Portuguese Languages and Literatures .....	49
Studio Art .....	51
The John Sloan Dickey Center For International Understanding .....	52
Theater .....	52
Womens Gender and Sexuality Studies .....	52
Index .....	56

## NEW COURSES

Below is a listing of all new courses approved since July 2017.

### African and African-American Studies

#### AAAS 20 - Feminist Theory

This seminar is designed to provide an overview of significant themes and debates within feminist theory. It is organized around several topic areas - most centrally Intersectionality and the Body (including the racially marked body, the covered body and the body in motion, across both national and gender boundaries).

Distributive: Dist:SOC

#### AAAS 21 - Racial Justice

This course introduces students to major contemporary racial justice debates. It also considers how theories of racial justice might better include the concerns of women of color as well as LGBT and trans persons of color. Throughout the course we will examine questions such as: What constitutes racial injustice? How is gender implicated in said injustice? What, if anything, do blacks and other people of color owe to one another? Should political possibility and pragmatism bound thinking regarding corrective racial justice?

Distributive: Dist:SOC

#### AAAS 21.50 - The color line, lynching and the black public sphere: social&political thought of Ida Wells & DuBois

This course will explore the black public sphere through close readings of the writings of W.E.B. Du Bois and Ida B. Wells as well as secondary source material on these thinkers as well as the black public sphere itself.

Distributive: Dist:TMV

#### AAAS 21.75 - Black Political Thought

This course will explore the black political thought from the antebellum period through the middle of the twentieth century. The course will include the political writings of major black political thinkers such as Frederick Douglass, Harriet Jacobs, Booker T. Washington, W. E. B. Du Bois, Ida B Wells, Martin Luther King, Jr. and Ella Baker as well as secondary source material on these thinkers.

Distributive: Dist:TMV

#### AAAS 24 - The Black Radical Tradition in America

This course introduces major currents in the history of black radical thought, with a particular focus on the U.S. after emancipation. This class encourages students to

define and evaluate radicalism in the shifting contexts of various liberation struggles. By exploring dissenting visions of social organization and alternative definitions of citizenship and freedom as expressed through nonviolence, armed rebellion, black nationalism, Pan Africanism, socialism, communism, anticolonialism, feminism, queer theory and integrationism, students will confront the meaning of the intersection of race, gender, class and sexuality in social movements.

Distributive: Dist:SOC; WCult:W

#### AAAS 32.01 - Race and Gender in American Film

This course is an introduction to the history of race and gender in American film. These fundamental social constructs in American life have been central to the development of American film narrative from the beginnings of cinema at the turn of the twentieth century. In turn, American films have profoundly shaped the ways that we think about race and gender and racialized and gendered beings. We will analyze the shifting and situational meanings of race and gender throughout the twentieth century, and in particular, how they have been influenced by the forces of history, including wars, economic depressions, and social movements. While we will focus our attention on Hollywood cinema of the "golden age", the period from the 1920s-1960, we will also spend significant time considering American independent cinema and the post-classical period of filmmaking from the 1960s to the present. In our consideration of race and racialized peoples, we will include African Americans, Native Americans, Asian Americans and Latinos. Our discussions of gender will be expansive to include not just women and femininity, but men and masculinity as well.

Distributive: Dist:ART; WCult:W

#### AAAS 66 - B/black Migration: Diversity, Identity, and Solidarity Politics in the U.S. and Beyond

This course will explore tensions and misunderstandings between people referred to as "B/black im/migrants" and "B/black natives." Questions for interrogation include: Who is "African American," "B/black," and/or "native?" Who decides? What accounts for hostilities among groups racialized and politicized as "b/Black?" What issues do newcomers confront when immigrating to a highly racialized society? Focusing on the United States, students will also travel through time and space exploring this topic's relationship to global anti-blackness and anti-racism.

Distributive: Dist:INT or SOC; WCult:CI

**AAAS 67.50 - Black Consciousness and Black Feminisms**

This seminar seeks to decenter mainstream (what bell hooks calls “imperialist, white supremacist, capitalist, [heteronormative], patriarchal”) thinking to understand the world differently. Reading primary and scholarly texts from the US, Caribbean, and Africa about the Black Consciousness Movement and black feminisms, we will trace the evolution of thinking about race, gender, sexuality and their interrelationships through time and across space. Assignments include weekly reading response papers and an independent research project.

Distributive: Dist:SOC; WCult:CI

**AAAS 68.10 - Race, Gender and Class in "Postcolonial" France: Memories, Space, Time, and Intersectionality**

French national narrative, as shown in media and taught in the schools, marginalizes the ways in which the slave trade, slavery and the colonial empire have shaped the social, political, economic and cultural making of France. This narrative is one that continues to ignore the African presence, now on French soil for centuries, as does it consider its Black and Muslim citizens as second-class. Moreover, to French society, racism became an opinion rather than an ideology and the colonial past a forgotten chapter with the collapse of the French colonial empire in 1962 at the end of the war in Algeria. Yet, reports and studies from governmental and non-governmental antiracism associations document and denounce the existence of racial discrimination and racism in everyday life, which echo past representations and practices. Indeed, social and cultural movements continue to question silences on the colonial past and how it facilitates anti-Black racism. In this course, we will explore how the coloniality of republican power – the ways in which processes of racialization continue to operate and to create spaces of greater vulnerability – are rooted in a historical context of slavery that continues to operate after 1962 as well as the counter-narratives and cartographies that have emerged in response.

Distributive: Dist:SOC; WCult:CI

**AAAS 68.20 - Decolonizing the Museum: An Introduction to Art from Africa and the African Diaspora in French Mus**

This course is designed to introduce students to African art from prehistory to the present day in French national museums. Masterpieces will be studied as products of complex cultural interactions and expressions of socio-economic history. Through these oeuvres, the course explores the cultural context and ascribed meanings attributed these works and how they reflect the embedded legacy of French colonialism both in terms of the actual artworks and curatorial practices in France. In so doing,

this course considers the effects of colonialism and postcolonialism on cultural production pertaining to African art and the African diaspora.

Distributive: Dist:INT or SOC; WCult:CI

**AAAS 69 - The Politics of Beauty and the Black Female Body**

Feminine attractiveness is racialized in societies across the globe. This course examines the politics of beauty and its ramifications in the lives of B/black women and those identified as such in the U.S. and beyond. Drawing from scholarly and popular reading and visual material, and framed by feminist thought, the course will explore the historical and contemporary relevance of this diasporic issue. Students will interrogate beauty politics at the level of theory and lived experience.

Distributive: Dist:SOC; WCult:CI

**AAAS 81.10 - James Baldwin: From the Civil Rights Movement to Black Lives Matter**

The 2016 film *I Am Not Your Negro* encourages a new generation to explore the life and work of James Baldwin (1924–1987). Directed by Haitian-born filmmaker Raoul Peck, *I Am Not Your Negro* is a provocative documentary that envisions a book Baldwin never finished by providing insight into Baldwin’s relationship with three men who were assassinated before their fortieth birthdays—Medgar Evers, Malcolm X, and Martin Luther King, Jr.

In this course we will interrogate questions of race, sexuality, violence, and migration. Our current political moment encourages the examination of these issues while Baldwin’s life and work provides the ideal vantage point for their investigation. Using *I Am Not Your Negro* as our starting point, Baldwin’s life and work will allow us the opportunity to explore transatlantic discourses on nationality, sexuality, race, gender, and religion. We will also explore the work of other writers including Richard Wright, Frantz Fanon, Audre Lorde, and Ta-Nehisi Coates.

Distributive: Dist:INT or SOC; WCult:CI

**AAAS 83.08 - 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

### **AAAS 87.12 - Africa's Time? An Interdisciplinary Survey of Temporality and Power**

Centered in Africa, this course explores the theme of temporality through attention to history, anthropology, philosophy, and popular theoretical physics. There will be no mathematical calculation required. However, we will consider difficult formulas of another type. Is time a constant across cultures and reference frames both physical and ontological? How do past, present, and future intersect? How has the perception of time influenced historical encounters on the African continent and within the African diaspora? How does time relate to ancestry and power?

Distributive: Dist:SOC; WCult:NW

### **AAAS 88.19 - Contemporary African American Visual Artists**

This course provides an overview of contemporary African American visual artists and their cultural impact. Attention will be given to significant artists and movements (Kara Walker, Kyle Baker, Kehinde Wiley, Afro-Futurism, etc.) and to the new conceptualizations in art history brought about by them. Students will gain critical skills of visual literacy as they analyze drawings, paintings, and other visual media, while also learning to ground such observations within aesthetic, cultural, historical, and larger theoretical contexts. Student work will consist of presentations, short papers, and a gallery project, in which students present their own independent research in a collaborative student show. Open to all.

Distributive: Dist:ART; WCult:W

### **AAAS 88.20 - Music and the Racial Imagination**

This course investigates how the construction, imagination, and lived experience of race has influenced musical production, reception, and analysis. We begin by addressing the history of the concept of race, then turn to a series of musical case studies that variously articulate music's relationship to the construction and negotiation of racial categories. Topics are primarily drawn from the U.S. and include: Asian American hip hop; the "race record" industry; country music and "whiteness," amongst others.

Distributive: Dist:ART; WCult:NW

### **AAAS 88.21 - Introduction to AAAS Diaspora Studies**

*Introduction to AAAS Diaspora Studies* is a pluri-disciplinary comparative and trans-historical team-taught course (with three professors) composed of three three-week units, respectively Africa, the Caribbean, and the United States. In addition to literary and social sciences texts, the course will consider music, the visual arts, science, diaspora theory, and research strategies. Topics include the coloniality of modernity; religio-racial self-fashioning; Diaspora identity and identification; African

diaspora gender and sexuality; cuisine; pathogenicity, disease and chemical catastrophes.

Distributive: Dist:INT; WCult:CI

### **AAAS 91.02 - 20th Century Protest Poetry**

In light of recent protest movements that target issues of race and gender, the prescient words of numerous artists continue to be evoked and volleyed about in contemporary media outlets. Yet the contexts of many of these utterances are largely ignored. Delving into some of these contexts and engaging many of these artists' larger oeuvre, this course is a multidisciplinary investigation of major protest poets of the twentieth century. It explores the ways in which poets living in the United States, and particularly members of historically marginalized communities, not only pushed back at the powers-that-be, but continuously saw and articulated themselves as simultaneously a part *of* and a part *from* larger "American" society. The course wrestles with the well-known and often contentious topics: race, class, and gender. Starting with turn-of-the-century writers like Claude McKay—whose words have become synonymous with outspoken critiques of World War I and the "Red Scare"—and ending with contemporary writers like Balakian and Chin, the course moves chronologically. Some of the writers it examines include, Peter Balakian, Amiri Baraka, Staceyann Chin, Lucille Clifton, Mayda Del Valle, Karen Garrabrant, Allen Ginsberg, Zbigniew Herbert, Robert Lowell, Juan Felipe Herrera, Langston Hughes, Etheridge Knight, Denise Levertov, Haki Madhubuti, Jill McDonough, Claude McKay, Alice Notley, Emmy Perez, Adrienne Rich, Sylvia Plath, Sonia Sanchez, and Dorothy Tse.

Distributive: Dist:LIT; WCult:CI

### **AAAS 91.03 - African Religions, Health, and Healing Traditions**

This seminar examines the complex interaction of African, Christian, Muslim, and Western medical traditions in the understanding of, diagnosis of, and healing of illnesses within African societies. This is a capstone course for the AAAS major and minor and will include a major term paper. Cases will be drawn from anthropological, comparative religious, historical, literary, and artistic perspectives.

Distributive: Dist:INT or TMV; WCult:NW

## **Anthropology**

### **ANTH 12.24 - Africa's Time? An Interdisciplinary Survey of Temporality and Power**

Centered in Africa, this course explores the theme of temporality through attention to history, anthropology, philosophy, and popular theoretical physics. There will be no mathematical calculation required. However, we will consider difficult formulas of another type. Is time a

constant across cultures and reference frames both physical and ontological? How do past, present, and future intersect? How has the perception of time influenced historical encounters on the African continent and within the African diaspora? How does time relate to ancestry and power?

Distributive: Dist:SOC; WCult:NW

### **ANTH 12.25 - Anthropology of the Middle East**

This course offers an overview of anthropological literature addressing contemporary cultures and societies in Arab-majority countries as well as Iran and Turkey. The mainstream media in the U.S. tends to use terms like “Middle East”, “the Arab World”, and “the Muslim World” interchangeably, despite huge geographical and political differences between the three categories. We will focus on ethnographies that explore the region’s internal diversity and dynamics. The assigned readings represent both established and recent publications on a host of topics including nationalism, Islamism, religiosity, youth, gender, markets, art, media, mobility, and leisure.

The course emphasizes the advantages of anthropological methods and theories in understanding everyday life and social structures in the Middle East. We will examine ethnographic writing and the ways in which anthropologists intertwine ethnographic narratives and social theory. One major goal of this class is to understand how ethnographic writing is an integral part of the process of asking and answering critical social questions.

Distributive: Dist:SOC; WCult:NW

### **ANTH 12.26 - Environmental Justice**

Around the world, people suffer because of environmental degradation, from sickening industrial pollution to unnatural disasters to disruptive climate change. This course examines how environmental harms are unequally experienced, as well as how communities organize to protect themselves. We will discuss the concept of “environmental justice” as it has developed through social movements in the United States and elsewhere. We will also explore it as an analytical category that (a) explains how inequality manifests environmentally and (b) enables critical thinking about concepts like the “environment” and mainstream environmentalism and environmental policy. Drawing from Anthropology, Geography, History, Sociology, and other disciplines, we will focus on the lived experiences of environment justice and injustice around the world.

Distributive: Dist:SOC

### **ANTH 25.01 - Primate Biomechanics**

This course is an introduction to the physical principles and musculoskeletal anatomies that underlie primate behavior, including especially primate locomotion and diet. We will study basic mechanics, bone biology, soft tissue and skeletal anatomy, primate behavioral diversity,

and the primate fossil record in order to address why bones are shaped the way they are, and how scientists reconstruct behavior from fossils. Emphasis will be on primate locomotion, including the origins and evolution of human bipedalism.

Distributive: Dist:SCI

### **ANTH 50.23 - DNA, Identity, and Power**

DNA has become a powerful but sometimes controversial tool for making knowledge about humans and our connections to one another. As both scientists and the public gain access to unprecedented amounts of genomic information, DNA evidence has become increasingly incorporated into political claims about race, gender and sexual identities, as well as issues of group belonging, cultural heritage, and the basis of complex traits and behaviors. This course is centered around critical engagement with the various identity politics that are unfolding around genomics, and discerning the ways that culture and history shape how knowledge is produced in and through DNA.

Distributive: Dist:SOC

### **ANTH 50.24 - Cultures of Media in the Middle East**

This course explores the intersection of media, politics, and everyday life through the lens of anthropology in the Middle East. Technologies of mass media have been shaping our “modern” world since Gutenberg’s press up until Twitter, YouTube and Facebook, affecting cultures, social interactions, and everyday life around the world. In this course we will explore alternative understandings of media and modernity beyond the western world, by examining ethnographic literature on the Middle East. We will focus on the ways in which media cultures have been shaped by local histories and cultures in the Middle East, investigating the entanglements of national imaginaries, religious practices, social traditions, cultural intimacies, and the 2011 revolutions. The course spans across different media and cultural forms: TV soap operas, religious cassettes, graffiti, selfies, memes, video games, cyber activism, music performances, poetry, social media, cinema, and journalism. The overall aim of this course is to be able to examine the social forces and cultural contexts shaping cultures of media and to investigate the effects of media in everyday life, challenging the dominant understandings of media in the West. By doing so we illuminate more effective analytical contours of media. The course emphasizes the advantages of anthropological methods and theories in understanding media. We will focus on ethnographic writing and the ways in which anthropologists intertwine ethnographic narratives and social theory to analyze media.

Distributive: Dist:SOC; WCult:NW

**ANTH 50.25 - Law, Power & Society**

What is law? In this course, we will explore this seemingly simple question, and look at how scholars from anthropology and other disciplines have addressed it. We will look at law as a means of ordering societies, as an exercise of power, and as a cultural phenomenon that helps us better understand the world around us. We will survey foundational and philosophical thought, delve into law's role in the United States, and study its manifestations in colonial and postcolonial societies, such as South Africa and Brazil. We will explore the law as both a means of social control and of social change.

Distributive: Dist:SOC

**ANTH 50.26 - Art and Activism in the Americas: Performance, Protest, and the Social Imagination**

In this course, we will explore how people have summoned art to protest forces of oppression in a variety of historical and geographic contexts: from resistance to dictatorships in Latin America to present-day political movements, such as Black Lives Matter, DACA protests, the #metoo movement, among others. Drawing on readings in anthropology, philosophy, music, and literature we will study why people appeal to the arts to find shelter from or mobilize against racism, sexism, and political repression. We will also explore how cultural expression may be coopted by the very forces it aims to oppose. We will think about these issues through students' collaborative ethnographic projects with artists and organizers in the Upper Valley community and beyond.

Distributive: Dist:SOC

**Art History****ARTH 10.03 - Art in Egypt**

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

Distributive: Dist:ART; WCult:NW

**ARTH 17.02 - Cities of the Biblical World, An Archaeological Approach**

The city has always been the center for social and economic activity in all complex societies, as well as a locus for innovation and change. This is no less true for the ancient cities of the biblical world, whose rich, multi-cultural environments not only shaped but also often transformed the identities of their inhabitants. The subject of this course will be the investigation of those key places where Jewish and later Christian identity was formulated and where their early history unfolded. We'll explore and pay special attention to those cosmopolitan centers where Jews interacted with other ancient peoples of the Middle East and eastern Mediterranean.

**ARTH 28.02 - Going for Baroque**

This course surveys the principal monuments of painting, sculpture and printmaking produced in Europe during the seventeenth century, the age of the Baroque. Considered within the broader political, religious, and social context of the period, these artistic achievements will be discussed thematically, according to types of subject matter and in relation to issues that were of particular interest to artists, such as naturalism and the engagement of the viewer, the passage of time, and the transforming power of light. The course will explore the ways religious and political institutions exploited the arts for their own propagandistic ends, and examine as well how images of the period satisfied patrons' interests in the familiar and exotic, optical illusions, and spectacle and drama. Among the artists whose works will be discussed are Caravaggio, Bernini, Artemisia Gentileschi, Velazquez, Rembrandt, Vermeer, Jan Steen and Poussin.

Distributive: Dist:ART; WCult:W

**ARTH 28.07 - 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.

\f

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

### **ARTH 48.02 - Histories of Photography**

Instructor: Hornstein

This course introduces students to the history of photography from its beginnings in the 1830s to the present day. In addition to studying key photographers and pivotal moments within the medium's development as an art form, we also examine the ways that photography's status as a seemingly transparent form of documentary knowledge has shaped our lived experience. Seminal theoretical texts will introduce students to the complex and rewarding task of visually analyzing photographs.

Distributive: Dist: ART; WCult: W

Offered: 18S

### **ARTH 48.06 - Borderlands Art & Theory**

This seminar traces the developments of contemporary art practice in the U.S.-Mexico borderlands, and subsequently expands beyond this physical location to include artworks that reflect on living in between cultures, races, and languages. Students will develop a toolkit for analyzing the way borders shape culture and identity (race, gender, sexuality, class, religion, and ethnicity) in transnational points of contact. With an emphasis on printmaking, performance, photography, and film, the course will dwell on borders that respond to paradigms of fear and desire, contagion and containment, utopia and dystopia. Students will enhance their skills in visual analysis and writing, and refine their ability to conduct original research. No pre-requisites or prior knowledge of Art History and Latinx Studies is required for the course.

Distributive: Dist:ART; WCult:CI

### **ARTH 63.13 - Bad Art!**

What are the criteria for judging art's merits? Who gets to decide? This course examines the problem of aesthetic hierarchies in terms of the histories of their making and unmaking. How do they get constructed, defended, and toppled? What are the stakes of categorizing some forms of art making as outside of "good taste"? What does "high" art really mean? This class will survey key moments in modern art history that reveal charged instances where particular forms of art were deemed

beyond the pale or simply not art. What are the value judgments that take place in order for art to be deemed "bad" or "good"? We will examine these questions through the historical lens of the eighteenth to twentieth centuries, since this was a period that witnessed the democratization of art as we know it today. At the end of the course, we will reflect on the situation of contemporary art in light of the historical and theoretical questions that we have posed over the course of the term.

Topics to be considered: the history of art criticism, the fledgling power of the abstract entity called "the public" in terms of art's reception; modern art and anti-aesthetic tendencies, the mundane and ugly as terms that modern artists elevated in order to distance themselves from middlebrow, bourgeois taste, and the predicament of discerning art's value today.

Distributive: Dist:ART; WCult:W

### **ARTH 81.02 - Advanced Seminar: History of Museums and Collecting**

This course offers a close look at the history of museums and collecting from 16th century cabinets of curiosity to today's large public museums. Attention will be given to the early history of museums and their theoretical and philosophical foundations, the emergence and guiding principles of public, academic, and donor museums, and recent developments in the museum world and the world of collecting. The course will include visits to museums and collections in Boston and other locations in the New England area.

Distributive: Dist:ART; WCult:W

### **ARTH 89.03 - Senior Seminar in Art Historical Theory and Method**

This seminar, the Department of Art History's "culminating experience," helps students to locate contemporary theories and methods for the analysis of art and visual culture within a critical historiography of the discipline. Rather than concentrating on objects, a period, or a nation/region, we instead focus on how scholars have approached writing about art. The goal is not to be comprehensive, but rather to touch on key issues and problems that continue to animate the practice of art history.

Distributive: Dist:ART

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

### **ARAB 5.03 - Anthropology of the Middle East**

This course offers an overview of anthropological literature addressing contemporary cultures and societies in Arab-majority countries as well as Iran and Turkey. The

mainstream media in the U.S. tends to use terms like “Middle East”, “the Arab World”, and “the Muslim World” interchangeably, despite huge geographical and political differences between the three categories. We will focus on ethnographies that explore the region’s internal diversity and dynamics. The assigned readings represent both established and recent publications on a host of topics including nationalism, Islamism, religiosity, youth, gender, markets, art, media, mobility, and leisure. The course emphasizes the advantages of anthropological methods and theories in understanding everyday life and social structures in the Middle East. We will examine ethnographic writing and the ways in which anthropologists intertwine ethnographic narratives and social theory. One major goal of this class is to understand how ethnographic writing is an integral part of the process of asking and answering critical social questions.

Distributive: Dist:SOC; WCult:NW

#### **ARAB 5.04 - Cultures of Media in the Middle East**

This course explores the intersection of media, politics, and everyday life through the lens of anthropology in the Middle East. Technologies of mass media have been shaping our “modern” world since Gutenberg’s press up until Twitter, YouTube and Facebook, affecting cultures, social interactions, and everyday life around the world. In this course we will explore alternative understandings of media and modernity beyond the western world, by examining ethnographic literature on the Middle East. We will focus on the ways in which media cultures have been shaped by local histories and cultures in the Middle East, investigating the entanglements of national imaginaries, religious practices, social traditions, cultural intimacies, and the 2011 revolutions. The course spans across different media and cultural forms: TV soap operas, religious cassettes, graffiti, selfies, memes, video games, cyber activism, music performances, poetry, social media, cinema, and journalism. The overall aim of this course is to be able to examine the social forces and cultural contexts shaping cultures of media and to investigate the effects of media in everyday life, challenging the dominant understandings of media in the West. By doing so we illuminate more effective analytical contours of media. The course emphasizes the advantages of anthropological methods and theories in understanding media. We will focus on ethnographic writing and the ways in which anthropologists intertwine ethnographic narratives and social theory to analyze media.

Distributive: Dist:SOC; WCult:NW

#### **CHIN 43.01 - Advanced Reading in Chinese Culture and Literature**

This course aims to help students develop an advanced ability to read and understand authentic materials in Chinese, including short stories and poems, films, and newspaper articles on topics related to Chinese culture and

literature. The texts in the course reader introduce students to various aspects of modern and contemporary Chinese culture. Literary works and films will expose the students to Chinese literary language, refine their oral and written expressivity in Chinese, and broaden the scope of the discussion. In the last week of the term, students will have the opportunity to work with a Chinese writer and a Chinese artist to write poems, tell folk stories, and perform skits, all in Chinese.

Distributive: Dist:LIT; WCult:NW

#### **CHIN 62.04 - Beyond the Great Wall: Frontier in Traditional Chinese Literature**

Constructing a territorial wall to demarcate the “self” from the “other,” the “civilized” from the “barbarian” is an ancient idea that continues to have relevance today. The history and culture of the Great Wall of China tells us that as significant as the material wall is the representation and discourse of it. This course studies Chinese literature and art from the pre-modern period. It especially draws on examples from the pre-modern period that deal with the Great Wall, the northern frontier beyond the Wall, and cross-Wall relations between China Proper and the nomadic frontier. Approaching the subject from literary and cultural perspectives, this course addresses and problematizes some difficult challenges that have confronted the Chinese state from the past to the present. These include notion of a great unity, issues surrounding minorities, cultural diversity, and so on. When relevant, we will also examine broader theoretical issues such as political morality, gender and sexuality, and border-crossing.

Distributive: Dist:LIT; WCult:NW

### **Asian and Middle Eastern Studies**

#### **AMES 41.17 - Middle Eastern Landscapes: Utopian, Sci-Fi, Post-Apocalyptic**

This interdisciplinary course examines social and political utopias and their corresponding landscapes, exploring conceptions of outer space and building projects such as canals, dams, and towers by tracing their development from early Middle Eastern texts to utopian thought and colonial ventures in the 19th century, national liberation in the 1950s, and global capitalism today. Students will be encouraged to question the relation between engineering projects and political narratives, sci-fi fiction and nation building.

Distributive: Dist:INT or LIT; WCult:NW

#### **AMES 41.18 - Introduction to Middle Eastern Studies**

This interdisciplinary course offers an introduction to the modern Middle East as a field of study, a region, and a site of cultural and artistic production. Starting with the rise of modernity and the effects of European colonialism on

regional politics and culture, we will examine the rise of nationalism, authoritarianism, and fundamentalism. We will analyze recent developments in the region, focusing on social media and youth culture, displacement and exile, and gender and sexuality.

Distributive: Dist:INT or SOC; WCult:NW

### **AMES 41.19 - Identity and Representation in the Middle East: Narratives of Loss**

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

Distributive: Dist:INT or LIT; WCult:NW

### **AMES 41.20 - Energy and Society in the Middle East and North Africa**

This course focuses on the economic, political, social and cultural consequences of rapid development in the hydrocarbon states of the Middle East and North Africa: states whose development is highly dependent on access to the global economy for income from oil. The course aims to provide students with an understanding—from both a Social Science and a Humanities perspective—of how hydrocarbon-led development has dramatically changed the economic, political, and cultural life of what were previously tribal societies.

Distributive: Dist:INT; WCult:NW

## **Asian Societies Cultures and Language**

### **ASCL 11.04 - Introduction to South Asia: Culture and Identity on the Indian Subcontinent**

This interdisciplinary course is an introduction to the cultures of South Asia—particularly the contemporary nations of India, Pakistan and Bangladesh—with a focus on the issue of identity. The course will examine the many identities of South Asia, including regional, religious, caste, national and gender identities and explore how these identities have been shaped in contexts of change from ancient times to the present. Topics covered will include the role of identity in food practices, Bollywood and sport as well as the role of identity in politics and the public sphere.

Distributive: Dist:SOC; WCult:CI

### **ASCL 70.11 - Catastrophe, Memory, and Narrative: Japanese and Jewish Responses to Atrocity**

This course will examine Japanese and Jewish responses to twentieth-century atrocities. We will pay close attention to

how catastrophic events are mourned and memorialized through narrative. We will analyze eyewitness accounts of the events, memoirs, fiction, feature films and filmed testimonies, photography museum exhibits, etc. We will discuss issues such as the nature of mourning and the process of mourning through art and culture; the memorializing of tragedy; the ethics of the representation of tragedy; revenge and survivor guilt. Throughout, we will be asking about the possibilities, and the difficulties, of comparing responses by different cultures to different types of atrocities. This will require accounting for differences in religious belief, notions of psychology, and literary and artistic form. Is the process of mourning universal? Are the responses to atrocity? Is comparing the Japanese and Jewish cases ethically suspect? How does a nation that has victimized mourn its own victimization?

Distributive: Dist:LIT; WCult:NW

### **ASCL 70.12 - Voices and Images from Asian Borderlands**

Borderlands are where modern nation-states are geographically defined and where their orders are both challenged and reinforced. This course studies the formation of modern nations in Asia and its consequences in the twentieth century from a “borderland perspective.” The cases to be studied include Hokkaido in Japan, Manchuria in mainland China, the Partition of India and Pakistan, the division of the two Koreas, the Taiwan island, and the highlands connecting East and South Asia commonly referred to as Zomia. The long historical process from colonial expansion to post-war demarcation across Asia, along with the ordinary people’s experience of this process, is witnessed by writers and artists from the borderlands with distinctive creativity and criticism. The disciplinary perspectives involved in the course range from literature, film, and art to history, anthropology, and linguistics. Enrollment is open, and there are no prerequisites. You do not need to know any Asian language to take the course.

Distributive: Dist:LIT; WCult:NW

### **ASCL 70.16 - Eat, Drink, Japan: An Interdisciplinary Approach**

This course is an interdisciplinary survey of food and beverage in Japan from premodern times to the present. Through lectures, readings, discussions, and films, we will explore the subject from the multiple perspectives of history, culture, and contemporary politics and society. The topics covered will range from food production and consumption to religious and artistic representations and the construction of cultural identities in Japan’s past and present.

Distributive: Dist:SOC; WCult:NW

### **ASCL 80.05 - Regional Identity in Modern Chinese Literature**

How does the concept of “region” in contemporary Chinese literature connect to discussions of gender, ethnicity, tradition/modernity, country/city, and north/south? In this course, we will examine ways in which contemporary writers have evoked place through literature, looking at how social discussions occur across/between spaces. Students will be encouraged to explore authors, places, and subtopics related to their own interests in the final papers. No knowledge of the Chinese language is required for this course, although students who can read Chinese are encouraged to make use of Chinese-language materials.

Distributive: Dist:LIT; WCult:NW

## **Biological Sciences**

### **BIOL 19 - Honors Cell Structure and Function**

This honors introduction to cell biology is for students with a strong background in biology and chemistry. This course will discuss fundamental topics, including protein targeting, the cytoskeleton, membrane transport, cellular energetics, the cell cycle, and signal transduction. The course will emphasize experimental strategies to understand eukaryotic cell function, and the laboratory will provide hands-on experience in modern cell biological techniques, including microscopy, cell fractionation, and protein purification.

Biology 19 is open only to first-year students and enrollment is limited. Invitation to enroll will be based in part on performance on the Biology Placement Exam (online). Biology 19 is a foundation course equivalent of Biology 12.

Distributive: Dist:SLA

### **BIOL 23 - Social Evolution: Cooperation and Construction Among Animal Architects**

For the evolution of social life, cooperation raises a fundamental problem. Indeed, Darwin regarded cooperation as one of the greatest puzzles for his theory of evolution. If natural selection favors individuals that selfishly maximize their own reproductive success, then why should organisms cooperate at all? Yet evidence for cooperation is ubiquitous in many social animals, from insects to humans. This course will explore how and why cooperation evolves, with the goal of understanding general ecological and evolutionary principles, especially the conditions under which social organisms work together to help one another despite competition and conflicting interests. A central theme of the course will be cases of cooperation in which social animals architecturally construct their surroundings, by building long-lasting shelters.

Distributive: Dist:SCI

### **BIOL 60.02 - Evolution of Sex**

Despite the many benefits of asexual reproduction, the vast majority of eukaryotes reproduce sexually. How sex evolved, and how it persists despite its many associated costs, are major unanswered questions in evolutionary biology. We will explore the diversity of sexual reproduction and related evolutionary phenomena with a focus on critically evaluating current research and theory in this area.

Distributive: Dist:SCI

## **Classics Classical Studies Greek Latin**

### **CLST 10.08 - Laughter and Humor in the Ancient World**

What made ancient Greeks and Romans laugh? Do we still get their jokes? What was the function of humor in antiquity, and how does this compare to the role of humor in modern societies? In this course we will investigate these questions by reading ancient Greek and Roman jokes, comedies, and satire alongside modern analyses of humor from psychology, sociology, and cognitive theory. Special themes to be discussed will include laughter and power, irony and satire in philosophy, visual humor, gallows humor, humor and horror, and laughing at Others in terms of gender, ethnicity, race, and social class.

Distributive: Dist:INT or TMV; WCult:W

### **CLST 11.13 - Democracy: Ancient to Modern**

This course comprises four parts. In the first, we will familiarize ourselves with the concept of democracy, as well as the historical context in which democracy first emerged. In part two, we will explore the history of democracy at ancient Athens, with an emphasis on the development and functioning of democratic institutions, democratic ideology, and the exploitation by democracies of women, slaves, and foreigners. In part three, we will consider democracies outside Athens, as well as non-democratic regime types, such as oligarchy, tyranny, and the “Lycurgan” constitution at Sparta. In part four, we will turn our attention to the modern era. More specifically, we will compare Greek democracies to subsequent institutions that have been described as democratic (e.g., New England town hall meetings, the United States of America, and the Democratic Republic of the Congo); examine the impact of Greek democracy on the development of modern political thought.

Distributive: Dist:INT or SOC; WCult:W

### **CLST 11.14 - Gender and Sexuality in Ancient Greece**

In this course we will analyze artifacts (e.g. frescoes and vase paintings, statuary, house interiors) and texts (e.g. love poetry, court cases, philosophical treatises, medical

texts, tragedy and comedy) from Greece and its surrounding islands between about 3000 and 300 BCE. In addition to thinking critically about this primary material, allowing us to formulate our own opinions about it, we will read modern scholarly and popular texts focusing on gender and sexuality in prehistoric and ancient Greece.

Distributive: Dist:SOC; WCult:W

### **GRK 30.06 - Thinking Big: Heroes in Aristophanes and Plautus**

In this class we read comic texts produced in Classical Athens and Republican Rome, to consider the literary features of the comic genre and the political significance of comedy in performance. We focus on the comic hero who defies all obstacles to win desirable social goods (food, wine, sex; peace, freedom).

Distributive: Dist:LIT; WCult:W

## **Classics Classical Studies Greek Latin**

### **LAT 22.02 - Catullus**

The poems of Catullus have been delighting, moving, and frequently shocking readers since he wrote them in the final years of the Roman republic. We will read extensively from this fascinating body of work, paying close attention to language and style. Significant themes will include love, friendship, obscenity, invective, gender, sexuality, poetics, and programmatics. We will study the literary culture of the late Republic, think about constructions of cultural identity, and look at Catullus' place in the Latin literary canon. In addition, we will explore recent critical approaches to Catullus and analyze various attempts to translate his work into English.

Distributive: Dist:LIT; WCult:W

### **LAT 26.02 - Roman Satire**

Basically a humorous monologue on contemporary topics, verse satire is the one kind of writing the Romans claimed as entirely their own. We'll read some of the best-known examples by Horace and Juvenal and explore the dynamics of self-representation, humor, and aggression in Roman and some more recent literature. Options will be provided to enable those with more and less experience reading Latin to proceed at a pace appropriate for them.

Distributive: Dist:LIT; WCult:W

### **LAT 30.06 - Thinking Big: Heroes in Aristophanes and Plautus**

In this class we read comic texts produced in Classical Athens and Republican Rome, to consider the literary features of the comic genre and the political significance of comedy in performance. We focus on the

comic hero who defies all obstacles to win desirable social goods (food, wine, sex; peace, freedom).

Distributive: Dist:LIT; WCult:W

## **Cognitive Science**

### **COGS 50.01 - Philosophy and Neuroscience of Animal Minds**

This course will explore the nature of non-human non-linguistic animal thought, from both philosophical and empirical perspectives. Drawing on readings from philosophy and scientific journals, we will focus on three questions: (1) can nonhuman animals feel pain?; (2) can nonhuman animals exhibit "mental time travel"?; and (3) can they represent the mental states of others? Emphasis will be on integrating insights from both fields to better understand the nature of thought.

## **College Courses**

### **COCO 21 - What's in Your Shoebox? Unpacking Your Study Abroad Experience**

Cultural anthropologist Bruce La Brack uses the term "shoeboxing" to describe what is often done with study abroad experiences: the entire experience is put in a mental "shoebox," tucked away in the closet of the mind, taken out only rarely for periodic show-and-tell reminiscing. When we want to share stories about the time away or how we've changed, it can be hard to find folk who really want to listen. *What's in Your Shoebox?* aims to rectify this. The class has two primary goals; 1) to provide you with the opportunity to revisit, unpack, and deeply reflect upon your recent study abroad experience, and 2) to identify creative, practical, and meaningful ways to apply this new knowledge and awareness.

Distributive: WCult:CI

### **COCO 22 - Philosophy and Neuroscience of Animal Minds**

This course will explore the nature of non-human non-linguistic animal thought, from both philosophical and empirical perspectives. Drawing on readings from philosophy and scientific journals, we will focus on three questions: (1) can nonhuman animals feel pain?; (2) can nonhuman animals exhibit "mental time travel"?; and (3) can they represent the mental states of others? Emphasis will be on integrating insights from both fields to better understand the nature of thought.

### **COCO 23 - The Language-Music Connection**

Language and music are universal components of human experience, so integral that they are often considered part of what defines us as humans. While we treat them as distinct phenomena, the overlap between the two is immense, structurally, neurologically, and culturally. Such

connections have long been recognized, but recent research from diverse fields like linguistics, (ethno)musicology, cognitive psychology, anthropology, and neuroscience continues to reveal just how intertwined the two faculties are. Drawing on this body of research and our respective specialties, we explore the language-music connection from the basic ingredients (pitch, timbre, rhythm, syntax), to cultural expression, to evolution and origins. Running through the course is a hands-on case study of a West African xylophone tradition where language and music are so intimately related that they cannot be separated. Students will be taught by a master of the tradition, Mamadou Diabaté, to feel for themselves what it means to speak through an instrument.

Distributive: Dist:INT or ART; WCult:NW

### **COCO 24 - Daniel Webster and the Dartmouth College Case**

Two hundred years ago, in 1819, Daniel Webster argued a case in front of the Supreme Court defending his alma mater, Dartmouth College, against the predations of the State of New Hampshire. The Court found in favor of Dartmouth, which preserved the College as a private entity. Perhaps more importantly, it also laid the legal foundation for the modern economy, where corporate firms are to some extent free of state control. This course aims for a comprehensive understanding of the Dartmouth College Case and Daniel Webster by integrating the perspectives of American studies, history, political theory, and law.

Distributive: Dist:TMV

## **Comparative Literature**

### **COLT 10.19 - Global Comic Strip**

This course focuses on comic strips from around the globe as a means of studying critical and literary theory, problems in visual translation, and a range of conventions for expressing caricature and visual humor. Topics will move from classic American comic strips to the Franco-Belgian and Japanese Manga traditions; thereafter, students will examine other traditions both collaboratively and independently.

Distributive: Dist:LIT; WCult:W

### **COLT 10.20 - Revolutionary Genres**

This course is a survey of the main aesthetic trends and genres that rose to prominence in Africa, Asia and Latin America during the Age of National Liberation i.e. the 1940s-1960s. The seminar will explore the relationship between literature, politics and the creation of national identity. Who are “the people” and what does it mean to become a nation? How are nationalism and sovereignty performed in the cultural sphere? What kind of utopian or dystopian worlds did the writers and artists of

the time portray? Why did the quotidian and the “everyman” become central to so much of the literature of the time? These are some of the questions that this interdisciplinary course will explore as it surveys the main literary and cultural trends of a period of great sociopolitical and aesthetic influence.

Distributive: Dist:LIT; WCult:W

### **COLT 10.21 - Coming to America**

“Immigrants, we get the job done!” – thus sings the chorus in the Broadway smash-hit *Hamilton*. Essentially a nation of immigrants, the United States has long been considered a land of opportunity. But what does it take to succeed here? In this course, we study narratives (memoirs, novels, poems, feature and documentary films, a play, a graphic novel, and a musical) about and by those who came to this country during the last 100 years—be it eagerly, reluctantly or clandestinely—to understand processes of assimilation and acculturation. At the same time, we will examine the premises and practices of comparative literature as a discipline that has been largely shaped by immigrant scholars.

Distributive: Dist:LIT; WCult:W

### **COLT 21 - Topics in Medieval Literatures**

This course will focus on a specific topic, theme, or literary genre in the medieval period.

Distributive: Dist:LIT; WCult:W

#### **COLT 21.01 - Medieval Song**

We will study poems about love, politics, student and tavern life, from various European traditions (Latin, French, Italian, Spanish, German, English, with brief excursions into Arabic and Hebrew) – Keeping in mind that many of these poems were first and foremost songs. Topics will include the relationship between text and music; voice and performance; the lyrical persona; manuscripts and audiences; and modern theories and practices of performing medieval song. Specialist knowledge of music not required.

Distributive: Dist:LIT; WCult:W

#### **COLT 31.02 - Obsessive Affinities Contemporary French & American poetry**

This deeply experiential course examines the rich history of transatlantic desire, negotiated over the love of poetry. The United States has always figured heavily in the collective French imaginary ever since the American Revolution, for instance in the works of Tocqueville and Chateaubriand. American literature, however, gains particular prominence toward the mid-twentieth century with the transatlantic travels of Simone de Beauvoir, André Breton, Jean-Paul Sartre, and Philippe Sollers among authors, to the point that French writers began wondering how one can even be French in the first place. The course

explores this crisis in national identity through a series of important poetic Franco-American friendships and collaborations: Edmond Jabès and Rosmarie Waldrop; Emmanuel Hocquard and Michael Palmer; Serge Pey and Allen Ginsberg; the Fondation Royaumont; the poetry collective *double change*; among others.

**COLT 53.02 - Middle Eastern Landscapes: Utopian, Sci-Fi, Post-Apocalyptic**

This interdisciplinary course offers an introduction to the modern Middle East as a field of study, a region, and a site of cultural and artistic production. Starting with the rise of modernity and the effects of European colonialism on regional politics and culture, we will examine the rise of nationalism, authoritarianism, and fundamentalism. We will analyze recent developments in the region, focusing on social media and youth culture, displacement and exile, and gender and sexuality.

Distributive: Dist:INT or LIT; WCult:NW

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

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

Distributive: Dist:INT or LIT; WCult:NW

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

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

Distributive: Dist:LIT; WCult:NW

**COLT 62.04 - Media & Monstrosity**

The vampire, the doppelgänger, 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

**COLT 62.07 - The Cinematic City**

Since the origins of filmmaking, the urban metaphor, the city in its cultural, political, and social complexities, has been either a working political utopia of diversity, freedom, and change or a manifestation of dystopia, commodification, social inequities, and dehumanization. This course will address this contradictory conceptualization of the city as we discuss how films over the past eighty years have linked urban space with analyses of historical memory, mass culture, class relations, sexuality and identity, modernity and progress, borders and contestation, the spectral presences of power, etc. Beginning with Fritz Lang's *Metropolis* (1926) and ending with Isabel Coixet's *The Secret Life of Words* (2005), this course will provide a historical overview of the different kinds of political, cultural, and sexual metaphors the cinematic city articulates.

Distributive: Dist:INT or ART; WCult:W

**COLT 63.02 - The Conspiratorial Imagination in Literature and Lore**

Can we tell truth from fiction? Do our primary truth telling and reality constructing vehicles – narrative and hermeneutics – exist so that we can or can't? In this course, we will explore two national traditions that have historically offered diametrically opposing portraits of reality: the Anglo-American and the Russian. Likewise, the object of our investigation is two-fold: conspiracy narratives and conspiracy theories. Are conspiracy theories, originally an oral genre with roots in rumor, a species of folklore? Can the same be said of conspiracies, which are hatched in whispers? Which generic features, tropes, and narrative strategies do conspiracy theories and narratives have in common, and where do they diverge? Do there exist formal bases by which we can meaningfully and credibly distinguish a conspiracy narrative from a conspiracy theory, or only with reference to an externally verifiable reality? If the latter, how do we reckon with the narrative construction of reality? Finally, we ask, are post-modernist paradigms that posit the virtual replacement of reality by simulacra veracious descriptions of reality or do they function as conspiracy theories in their own right?

Distributive: Dist:LIT; WCult:W

**COLT 64.04 - Revolution in the Sixties**

Historians typically speak of “the sixties” as an era distinct from the chronological 1960s (1961-1970) and instead extending roughly from John F. Kennedy’s assassination in 1963 to Richard Nixon’s resignation in 1974. This interdisciplinary course, grounded in the humanities, seeks to explore this turbulent, revolutionary period in American life, the transformations in politics, art, fashion, music, literature, and culture – all of it undergirded by growing disillusionment with the Vietnam War.

Distributive: Dist:LIT; WCult:W

**Computer Science****COSC 29.04 - Impact Design**

Impact Design is a project-based course in which students work in teams to design user experiences that have impact in the real-world. Impact Design is a new field that merges multiple areas of study: The psychology and neuroscience of emotional impact. (What does it mean to be moved by an experience? How and why does emotion increase learning and attention?); User experience design for delight. (How might a designer or developer create an experience that has emotional impact?); Qualitative and Quantitative metrics of success (How can we measure impact?). This course will be co-taught by Thalia Wheatley (PBS) and Lorie Loeb (CS/Digital Arts) and be designed in conjunction with the Center for Service.

Distributive: Dist:TMV

**COSC 49.07 - 21st Century Algorithms**

The new century has brought us a new class of computational problems and paradigms, and to tackle them a suite of new algorithmic ideas have emerged. In this course, we will look at a collection of such ideas which are fundamental and yet not covered in a first course in undergraduate algorithms. (For instance, in fact, almost all algorithms covered in CS 31 are from last century). A rough set of problems and ideas are: random sampling algorithms, sketching algorithms, streaming algorithms, clustering algorithms, learning algorithms, etc, etc.

Distributive: Dist:TAS

**COSC 62 - Applied Cryptography**

Cryptography is the fundamental building block for establishing and maintaining trustworthy connections and communications in the Internet; it’s the first line of defense for keeping adversaries from spying on credit card numbers being sent to Amazon or on whistleblower reports sent to journalists. This course will examine what’s in this toolkit: symmetric ciphers, public-key cryptography, hash functions, pseudorandomness. To enable the well-cultured computer scientist to understand how these tools are used

in the real world, this course will cover these topics from multiple perspectives: theoretical foundations, use in practical computing, implementation and management challenges, weaknesses and attacks, censorship circumvention, public policy questions, and prospects for the future.

Distributive: Dist:TAS

**COSC 69.11 - Mobile X**

Mobile X is an upper-level course on mobile computing and ubiquitous systems, covering a broad range of advanced and interdisciplinary topics in mobile systems, networking, and applications. All these topics focus on tackling unique challenges faced on bringing computation, networking, and applications to the mobile computing platform -- a platform that is constrained in form factor, energy, and computation power. Example topics include mobile communication and networking, mobile human-to-computer interaction (HCI), mobile learning/AI, mobile health, and mobile security.

Distributive: Dist:TAS

**COSC 69.12 - Applied Cryptography**

Cryptography is the fundamental building block for establishing and maintaining trustworthy connections and communications in the Internet; it’s the first line of defense for keeping adversaries from spying on credit card numbers being sent to Amazon or on whistleblower reports sent to journalists. This course will examine what’s in this toolkit: symmetric ciphers, public-key cryptography, hash functions, pseudorandomness. To enable the well-cultured computer scientist to understand how these tools are used in the real world, this course will cover these topics from multiple perspectives: theoretical foundations, use in practical computing, implementation and management challenges, weaknesses and attacks, censorship circumvention, public policy questions, and prospects for the future.

Distributive: Dist:TAS

**COSC 72 - Accelerated Computational Linguistics**

The study of human language from a computational perspective. This accelerated course has programming background equivalent to that provided by COSC 1 as a prerequisite. This course will survey formal models for representing linguistic objects, and statistical approaches to learning from natural language data. We will pay attention to the use of computational techniques to understand the structure of language, as well as practical engineering applications like speech recognition and machine translation. Students will implement simple algorithms for several key tasks in language processing and learning.

Distributive: Dist:TAS

### **COSC 91 - Writing, Presenting, and Evaluating Technical Papers in Computer Science**

Students will learn how to write technical papers in computer science, how to present technical papers in a conference-talk setting, and how program committees and journal editors evaluate technical papers. Writing topics include the proper use of technical typesetting software, organization of technical papers, and English usage. Students will write technical papers, produce official course notes, and give oral presentations. Enrollment limited.

### **COSC 99.02 - Thesis Research II**

Open only to students who are officially registered in the Honors Program. Permission of the Undergraduate Advisor and thesis advisor required. This course does not serve for distributive credit, and may be taken at most twice.

## **Earth Sciences**

### **EARS 34 - Earth's Biogeochemical Cycles**

This course is a survey of biogeochemical interactions among Earth's crust, oceans, and atmosphere, including perturbations due to human activities. Particular attention is given to carbon, nitrogen, phosphorus, and sulfur biogeochemical cycles and the role of these cycles in applied environmental challenges including, for example, greenhouse warming of atmosphere from carbon dioxide and chlorofluorocarbons and the effects of inorganic and organic wastes in the marine and aqueous systems.

Distributive: Dist:SCI

### **EARS 91 - Science Communication**

This course focuses on the skills required to communicate science, in both written and oral form. Students in this course must be completing a senior thesis or cumulating independent project. Students will perform short writing and presentation exercises, discuss issues related to good writing and presenting, and discuss and practice strategies for giving constructive comments to their peers as they review and critique one another's products. Readings from course texts and peer reviewed literature on science communication will be discussed. This course focuses on the skills required to communicate science, in both written and oral form. Students in this course must be completing a senior thesis or cumulating independent project. Students will perform short writing and presentation exercises, discuss issues related to good writing and presenting, and discuss and practice strategies for giving constructive comments to their peers as they review and critique one another's products. Readings from course texts and peer reviewed literature on science communication will be discussed. A student may take either EARS 90 or 91, but not both. Neither EARS 90 nor 91 count toward the requirements of the major.

## **Economics**

### **ECON 42 - Topics in Macroeconomics**

This seminar course will involve an in depth examination of selected topics that are of significance to the macro economy and economic growth. Topics will vary from year to year. It will examine developments in the United States and other advanced and developing economies. It will build on work done in Intermediate Macro (Econ 22) and Monetary Policy and the Economy (Econ 32) as well as the Financial Crisis (Econ 76). It focuses especially on issues and trends in the macro-economy and movements in the business cycle that develop over time. It is also possible to take an historical perspective on past macroeconomic developments including the Great Recession. Will require writing a major paper.

Distributive: Dist:INT or SOC

### **ECON 70.01 - The Transition of Poland to a Market Economy**

Most economics courses taught in the US heavily emphasize the efficiency of markets and how individual decision-making, in freely functioning markets, can be modeled and understood. But there are a number of countries around the world whose economic organization is NOT mainly guided by markets; some of these economies remain partially controlled, or planned, where property and the means of production are formally government-owned and prices are centrally determined. This history of central planning has influenced the development of markets in much of Eastern Europe and the former Soviet Union; some economies have fully transitioned from planning to markets, while some lag significantly behind. In this class, students will study the history of the centrally-planned economic system and how it influenced economic development in Poland and we learn how Poland's economy has transitioned to a market-oriented economy.

### **ECON 70.02 - China: The Country, The Companies and the People**

China will study inclusive growth in China from three distinct perspectives: the aggregate, the company and the people. The aggregate/macro level will inform us about the economic mechanisms that are driving growth and inequality and how the policies and institutions are impacting them. From a company perspective, we will investigate how they operate in China. Finally, people are what ultimately we care about as social scientists. Therefore, we will make a central goal of the off-campus portion of Ec70 to interact with the Chinese population and to shed some light on all those important questions posed above that are very hard to grasp from the distance.

### **ECON 70.03 - Macroeconomics Policy in Latin America: Argentina and Chile**

Latin America has been a region buffeted by major economic and political shocks over the past century (military coups to democratization, closed trade policies to openness, macroeconomic instability and hyperinflation to macroeconomic stability). Economies in the region have been marked by high levels of income inequality and an enormous variety of economic policies, from macroeconomic populism (taken to an extreme in Venezuela) to economic orthodoxy (Chile). This course explores these issues, focusing on why certain economic policies are chosen and the consequences, emphasizing the contrasting experiences of Chile and Argentina. While Chile has achieved economic growth and macroeconomic stability since the mid-1980s, Argentina has struggled to achieve the same outcome and has been beset by financial crises and currency collapses. This course emphasizes the economic policy choices that lead to such divergent outcomes and the political and economic obstacles to economic development, policy reform, and structural adjustment.

## **Education**

### **EDUC 9.08 - Race and Education**

This course focuses on inequalities in the education system with particular attention to race and class. The course covers concepts and problems such as tracking, oppositional culture, stereotype threat, and status problems in the classroom. Students will read in-depth about oppositional culture and nurture vs. nature explanations for the test score gap between class and race groups

Distributive: Dist:SOC

### **EDUC 17 - What Works in Education?**

In a federally-mandated era of “evidence-based” education, what works in K-12 education? How do we know what works, and what does not? What does research show about which aspects of the classroom and school (other than content and curriculum, or what is taught) have a meaningful impact on student growth, learning, and achievement? We will consider topics such as class size, ability grouping and tracking, school start times, summer school, homework, direct instruction, problem- and project-based learning, personalized learning, and teacher education.

Distributive: Dist:SOC

### **EDUC 27 - The Impact of Poverty on Education**

Rising income inequality is undermining the ability of public K-12 schools to meet a foundational goal: to provide children from impoverished areas the opportunity to succeed. This course focuses on the forces that have translated the growing income gap into a growing

education gap. We will examine primary research from various fields that details how poverty affects developing children, families, neighborhoods, and schools in ways that go on to affect educational outcomes. We will also consider how interventions strategically targeted at these contexts can improve the educational success of children growing up in poverty.

Distributive: Dist:SOC

### **EDUC 33 - Disability in Children's Literature**

In this course, we will explore how disability is represented in contemporary children’s literature for middle-grade readers. Using educational, medical, and social lenses, we will critically consider the portrayal of students with various disabilities and others in their lives (teachers, parents, siblings, peers) in select children’s books, and discuss and determine how such books might be used for teaching and learning. Reading is one essential way that students learn about the world. Can children’s books be used to learn and teach about disability? Are students with disabilities represented accurately in children’s books? Are they portrayed as having equal educational opportunities?

Distributive: Dist:SOC

## **Engineering Sciences**

### **ENGS 1.01 - Mathematical Concepts in Engineering**

This course introduces prospective engineering students to mathematical concepts relevant in engineering while emphasizing the solving of engineering problems rather than mathematical derivations and theory. All topics are driven by engineering applications taken directly from core engineering courses. The course includes hands-on laboratory exercises as well as a thorough introduction to Matlab.

Distributive: Dist:TAS

### **ENGS 15.01 - Senior Design Challenge I**

The Senior Design Challenge is a two-term course designed to serve as a senior capstone experience for Dartmouth students across all majors. Students in this project-based course will practice human-centered design, developing not only the skills, but also the creative confidence to apply their liberal arts education to make a positive difference in the world beyond Dartmouth. Students will work in interdisciplinary teams on projects that will be determined in partnership with organizations in the Upper Valley. The project topics will be designed to give students some flexibility in determining the specific problem on which to focus, while ensuring client responsiveness and substantial fieldwork opportunities. Enrollment is limited.

Distributive: Dist:TAS

**ENGS 15.02 - Senior Design Challenge II**

The Senior Design Challenge is a two-term course designed to serve as a senior capstone experience for Dartmouth students across all majors. Students in this project-based course will practice human-centered design, developing not only the skills, but also the creative confidence to apply their liberal arts education to make a positive difference in the world beyond Dartmouth. Students will work in interdisciplinary teams on projects that will be determined in partnership with organizations in the Upper Valley. The project topics will be designed to give students some flexibility in determining the specific problem on which to focus, while ensuring client responsiveness and substantial fieldwork opportunities. Enrollment is limited.

Distributive: Dist:TAS

**ENGS 50 - Software Design and Implementation**

A laboratory course intended to develop techniques for building large, reliable, maintainable, and understandable software systems and assessing their performance characteristics. Topics include UNIX tools and filters, programming in C, software testing and reuse, debugging, and teamwork in software development. Concepts are reinforced through a small number of medium-scale laboratory experiments and one team-based experiment.

Distributive: Dist:TLA

**ENGS 85.05 - Biological Circuit Engg I**

This course will provide a comprehensive introduction to the design, modeling, and experimental implementation of synthetic bio-molecular circuits in living cells. Simple synthetic biological circuits will be implemented and tested in microbial cells in the laboratory including those involving regulatory feedback loops and robust analog circuits. Computer aided design, modeling, and simulation will use CADENCE, an industry standard electronic circuit design tool.

**ENGS 85.06 - Biological Circuit Engg II**

This course will provide advanced techniques for the design, modeling, and experimental implementation of complex synthetic biological circuits. Advanced & complex synthetic circuits will be designed and tested in bacteria in the laboratory. Computer aided design, modeling, and simulation will use CADENCE, an industry standard electronic circuit design tool. Applications of synthetic biology to medicine and biotechnology will be discussed. In addition, the students will be expected to design a synthetic biological circuit with feedback and control techniques for a class project.

**ENGS 85.07 - Practical Electrified Vehicle Engineering**

Implementation of electric vehicles, including hybrid-electric vehicles (HEVs), battery electric vehicles (BEVs),

and plug-in hybrid electric vehicles (PHEVs) requires a wide range of engineering skills. This course focuses on practical aspects of this challenge that are rarely addressed in standard engineering curricula, including high-power wiring, circuit protection, electrical safety, and battery system safety. The course is designed to be accessible to both electrical and mechanical engineers. It draws on principles from both fields and fills in some of the gaps between the usual fields of expertise of each group, enabling them to work together more effectively.

Distributive: Dist:TAS

**English****ENGL 52.11 - Daniel Webster and the Dartmouth College Case**

Two hundred years ago, in 1819, Daniel Webster argued a case in front of the Supreme Court defending his alma mater, Dartmouth College, against the predations of the State of New Hampshire. The Court found in favor of Dartmouth, which preserved the College as a private entity. Perhaps more importantly, it also laid the legal foundation for the modern economy, where corporate firms are to some extent free of state control. This course aims for a comprehensive understanding of the Dartmouth College Case and Daniel Webster by integrating the perspectives of American studies, history, political theory, and law.

Distributive: Dist:TMV

**ENGL 52.18 - Netflix and the Victorian Serial Novel**

How does the shape of a narrative change the way we experience it? Beginning in 1836 with Charles Dickens' first novel, Victorian audiences often read texts as weekly and monthly 'parts' rather than as literary 'wholes'. In 2007, Netflix introduced streaming, and in 2013, the company began producing original content. Instead of waiting a week for the next television episode, audiences could binge watch entire seasons (or more). Both the serial and digital streaming have been called revolutionary, but what does this mean? This course pairs Victorian serial novels and Netflix original series in order to think critically about structure and form. How does the play between serial part and whole necessitate new temporalities, strategies of characterization and narration, and types of suspense? How does binge-watching disrupt or reshape narrative time and sequencing? How have both new forms altered cultural discourses on gender, social consciousness, crime, and politics? How do narratives intersect with other types of seriality, including evolution, reproduction and inheritance, election cycles, and the #MeToo movement? This course emphasizes close reading and watching as well as narrative theory and reception and moves between nineteenth-century novels and twenty-first century series.

Distributive: Dist:LIT; WCult:W

### **ENGL 53.08 - Weird Fiction and the Limits of the Human**

What makes the dark so terrifying? Why do humans use fiction to invent strange creatures and supernatural threats? How does horror contribute to what it means to be human? What does the weird or the strange tell us about society? This course examines the literary, philosophical, and social aspects of weird fiction, a tradition of literature and genre fiction running from the early nineteenth century up to the present. It examines the most well-known writer of the weird, H.P. Lovecraft, but it also looks at work by Mary Shelley, Edgar Allan Poe, Octavia Butler, Victor LaValle, Kelly Link, Jeff VanderMeer, and others. The course introduces students to the study of genre fiction, theoretical approaches to literature (including posthumanism, psychoanalysis, and ecotheory), and cultural studies (including critical race theory and feminism). It asks students to consider how weird fiction challenges racism, misogyny, homophobia, and colonialism. While no prior training in critical theory is necessary, students are encouraged to have some familiarity in analyzing and writing on literature. The class will also offer opportunities for creative efforts and experimental writing.

Distributive: Dist:LIT; WCult:W

### **ENGL 53.28 - James Baldwin: From the Civil Rights Movement to Black Lives Matter**

The 2016 film *I Am Not Your Negro* encourages a new generation to explore the life and work of James Baldwin (1924-1987). Directed by Haitian-born filmmaker Raoul Peck, *I Am Not Your Negro* is a provocative documentary that envisions a book Baldwin never finished by providing insight into Baldwin's relationship with three men who were assassinated before their fortieth birthdays—Medgar Evers, Malcolm X, and Martin Luther King, Jr.

In this course we will interrogate questions of race, sexuality, violence, and migration. Our current political moment encourages the examination of these issues while Baldwin's life and work provides the ideal vantage point for their investigation. Using *I Am Not Your Negro* as our starting point, Baldwin's life and work will allow us the opportunity to explore transatlantic discourses on nationality, sexuality, race, gender, and religion. We will also explore the work of other writers including Richard Wright, Frantz Fanon, Audre Lorde, and Ta-Nehisi Coates.

Distributive: Dist:INT or SOC; WCult:CI

### **ENGL 53.29 - Introduction to African American Environmental Thought: The Black Outdoors**

The persistence of black life, and blackness as a way of thinking about the organization of both human and nonhuman forms of life, has been absolutely central to the story of the United States and the Americas more broadly. This course provides an interdisciplinary exploration of the writing of thinkers from across the African diaspora, with

special emphasis on literary works and criticism centrally concerned with the intersections of black literary studies and African American environmental thought. We will draw on a range of texts in order to wrestle with some of the key concerns of African American writers from the 19th century through the present. Students will be introduced

to a range of methods and approaches to the meta-disciplinary work of black literary studies. By the end of the course, students will be expected to possess a working knowledge of several major themes, figures and moments within the black expressive tradition.

Distributive: Dist:LIT; WCult:W

### **ENGL 53.37 - Global Comic Strip**

The course focuses on comic strips from around the globe as a means of studying critical and literary theory, problems in visual translation, and a range of conventions for expressing caricature and visual humor. Topics will move from classic American comic strips to the Franco-Belgian and Japanese Manga traditions; thereafter, students will examine other traditions both collaboratively and independently.

Distributive: Dist:LIT; WCult:W

### **ENGL 54.04 - Beautiful, Ugly, Cute, Dumpy: An Introduction to Aesthetics**

This course is an introduction to literary aesthetics, beginning with Immanuel Kant's *The Critique of Judgment* (1790), a foundational text of Western aesthetics which provocatively and systematically explains how people enjoy and judge art, and why they discuss it together. Careful analysis of Kant's *Critique* will be followed by revisions and extensions of his theory of taste in 20th and 21st century aesthetics and literary theory. This includes Austin, Genette, Adorno, Zangwill, Ngai, among others.

Distributive: Dist:TMV; WCult:W

### **ENGL 55.12 - Dartmouth Fictions**

This is a course about the campus novel and literary representations of Dartmouth College. Dartmouth, as both a setting and object of analysis, has appeared in numerous cultural objects as alumni, students, and those looking in from the outside have reflected on the intellectual and social life of the College. Many major cultural works—from Ralph Waldo Emerson's "Literary Ethics" to August Wilson's *King Hedley II*—were written or first performed at Dartmouth. But the College's campus and its students have also inspired countless fictional and autobiographical works. Throughout the term, we'll examine the myriad ways in which Dartmouth has been represented by reading a selection of novels and memoirs set on our campus. We will also read a selection of poetry and examine digital productions depicting Dartmouth and Dartmouth students, including memes and textual forms of social media.

Finally, we will visit Rauner's special collections to examine primary materials, including artifacts and texts from the College's past, to produce a research paper that locates a text within its historical context.

Distributive: Dist:LIT; WCult:W

### **ENGL 55.16 - Prehistoric Worlds: Science Fiction and Geological Time**

Ever since natural historians like Charles Lyell and Charles Darwin radically expanded the time scale of Earth's history, modern writers and filmmakers have looked for new ways to mediate "deep time." This course is an introduction to their work. During the semester, we discuss the techniques they use to portray the passage of geological time. We also question the political implications of these representations—what they tell us about society in the present. Finally, we consider deep time as an inspiration for new philosophical concepts. The course has three sections: "Deep Time and Early Science Fiction"; "Cold War Countercultures"; and "The Anthropocene." In addition to essays and exams, we complete a field project about the Harvard Museum of Natural History.

Distributive: Dist:TMV; WCult:W

### **ENGL 55.17 - Disability and Literature**

This course introduces students to an emerging canon of literary autobiography and criticism devoted to the experience of disability. Critical works read in this course will cover such issues as physical access, ableism, neurotypicality, deaf political activism, and intersections of disability and other categories of identity such as race, class, gender, and sexuality. Major authors and texts to be read include Temple Grandin, Oliver Sacks, Thomas Couser, Simi Linton, Rosemarie Garland Thomson, *Bartleby, Of Mice and Men, Autobiography of a Face, and Curious Incident of the Dog in the Night*.

Distributive: Dist:LIT; WCult:W

### **ENGL 55.18 - Research As Picture Books**

In this course, students will convert cutting-edge scholarship by a select group of participating Dartmouth researchers into picture books for children, complete with characters and stories (even when the research primarily involves scientific data). Students will learn the basics of picture book composition and design by analyzing classics in relevant sub-genres (there's a bird laboratory at Cornell that puts out a regular series of picture books that will also be useful as models). In collaborative teams and working closely with the professor and their assigned researcher, students will pitch and defend their ideas, produce mock-up picture books, and present other documents simulating the professional experience of seeking publication for their projects.

Distributive: Dist:ART

### **ENGL 61.01 - Chaucer: Dream Poems and Troilus**

Chaucer's *Canterbury Tales* get all the hype, but his other works are every bit as exciting. From a gorgeously beautiful elegy (*Book of the Duchess*) to a biting satire (on fake news, no less—the *House of Fame*) to the engaging-but-problematic romance of *Troilus and Criseyde*, we will have multiple encounters with Chaucer's voice, his thought, his wit and humor. We will think about the intriguing genres of the Dream Poem and the Romance, both of which Chaucer complicates in interesting ways. We will also hone our research skills and talk about the conception and execution of a major literary paper. Prior knowledge of Middle English is not required.

Distributive: Dist:LIT; WCult:W

### **ENGL 61.02 - Sound, Music, Literature in Medieval England**

In this course, we will consider various ways of approaching medieval literature as an acoustic event, and embedded in everyday soundscapes. We will introduce ourselves to the theory contemporary sound studies, and its practical and theoretical study in a medieval context. We will explore the connections between music, poetry, and oral performance of literary texts. Readings will range widely from Old English poems and epics to Middle English poems, plays, and romances. Our investigation will culminate in two of Chaucer's shorter poems, in which he specifically (and ironically) investigates the nature of sound and its social functions. At the same time, we will hone our research and paper-writing skills; each student will plan and execute an individual research project and present it to the class.

Distributive: Dist:LIT; WCult:W

### **ENGL 61.11 - Reel Imaginary: Early American Literature in Film**

Walter Benjamin argues that we can only awaken from "that dream we name the past" by passing through it, looking simultaneously at both past and future. We can attempt this by reading historical literature, but in the last few decades, film has become a major mediator of our experiences of the past. This course encourages us to think critically about how films represent our past to us in forms that shape our experience of our present identity and influence the future. To think dialectically, we will read primary source material from 1000 AD to 1757 and see what some of the major American filmmakers do with it and why.

Distributive: Dist:LIT; WCult:W

### **ENGL 63.07 - Cosmopolitanism and the Fictions of Exchange**

What forms of exchange are possible in a world fast integrating, but increasingly uneven and unequal? What motivates "give and take" between individuals culturally or

geographically distant, or separated by wealth? World fiction that grapples with these questions will provide queues for reflection on the ethics and pragmatics of cosmopolitanism. The readings imagine forms of friendship, dialogue, love, and goodwill which will be assessed against Enlightenment, Post-Enlightenment, and Democratic conceptions of rights, property, and community.

Distributive: Dist:INT or LIT; WCult:NW

### **ENGL 64.03 - Deconstruction: An Introduction to the Work of Jacques Derrida**

This course is an introduction to the work of Jacques Derrida, an Algerian-French philosopher, whose thought has been important for a number of disciplinary formations, including the study of literature. In the course, we will engage with Derrida's archive by reading some of the interviews that he gave over the course of his life, from the very early interviews on philosophy, philosophical heritage, and the status of writing in western thought to his late interviews, which focus more on ethics, the political, sexual difference, the animal, and the death penalty. Throughout the course of the term, we will study the method of deconstruction, placing Derrida's thought within a philosophical and literary archive and exploring the potentiality of deconstruction towards an ethical and political project. Readings will oftentimes be supplemented with filmic texts.

Distributive: Dist:TMV; WCult:W

### **ENGL 64.04 - Jacques Lacan and Psychoanalytic Thought**

This course is an introduction to the teachings of Jacques Lacan, a French psychoanalyst who turned to the texts of Sigmund Freud in order to bring back to psychoanalysis the radicality of its intervention. In the course, we will read some of the key texts in Lacan's *Ecrits* alongside excerpts from his seminars as well as commentaries on his writings by prominent Lacanians, including but not limited to, Jacques-Alain Miller and Slavoj Žižek. The course is located at the intersection of literature, psychoanalysis, and critical theory and will act both as introduction to psychoanalytic thought as well as its unique development by Lacan. The psychoanalytic texts will be supplemented by reference to filmic texts, including: *Psycho* (dir. Hitchcock, 1960), *Shame* (dir. McQueen, 2011), and *Black Swan* (dir. Aronofsky, 2010).

Distributive: Dist:TMV; WCult:W

### **ENGL 65.02 - Writing with Algorithms: A Literary Computation Workshop**

Since the mid-20th century, writers have programmed computers to generate literary works, mimicking old forms and inventing new ones. This course, both a creative writing workshop and a computational lab, will introduce

the basics of creative text processing and generation. Making literature through computational techniques opens up a range of expressive possibilities and encourages us to refine our intuitions about style and form. This activity—at minimum, a collaboration between one human and one machine—also invites us to imagine increasingly diverse and complex ways of dividing the labor of literary production. Throughout the course, we will consider examples of computer-generated poems and fiction as well as literary bots and interfaces. No programming experience is expected, though seasoned programmers are welcome.

Distributive: Dist:TLA

### **ENGL 71.03 - The Faerie Queene**

We'll spend the term reading Spenser's great epic romance, *The Faerie Queene*. It's a wonderful poem, deeply engaged with philosophical, poetic, ethical, and political issues via compelling stories, fantastic settings, and provocative descriptions. Shakespeare, Milton, James Joyce, Monty Python and Neil Gaiman are on the long list of the poem's keen readers. Experience with sixteenth century literature is not required. Spenser's language is deliberately archaic at times, but it is not difficult for modern readers. Discussion, informal writing, short papers (2-3pp), oral presentations, and an open topic essay leading to a final paper.

Distributive: Dist:LIT; WCult:W

### **ENGL 73.02 - Toni Morrison Senior Seminar**

This course is an in-depth study of Toni Morrison's major fictional works. We will examine Morrison's earliest and arguably most foundational and influential novels. We will also read critical responses to Morrison's works. Required texts will include, *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, *Beloved*, *A Mercy*, *Conversations with Toni Morrison*, and selected essays. Central to our exploration will be an analysis of Morrison's observation that "the past affects the present." Therefore, we will explore the social and historical factors that contribute to Morrison's artistic constructions. Some of the issues we will examine include, alternative constructions of female community and genealogy, and representations of race, class, nationhood, and identity.

Distributive: Dist:LIT; WCult:W

### **ENGL 73.19 - Faulkner**

Although he never received a college degree and lived most of his life in a small town in one of the most impoverished states in the nation, William Faulkner is now acclaimed throughout the world as one of the greatest modern writers. In this seminar, we will focus on Faulkner's fiction and on its place in the history of modernism. Particular attention will be given to the importance of Southern history and Southern legends, which are inseparable in the fiction from the experiences of individual and family life. We will read *The Sound and the*

*Fury, As I Lay Dying, Absalom Absalom!, Light in August, Go Down, Moses, and The Hamlet* and study the work of critics who have debated the meanings of Faulkner's art, especially, for recent critics, the importance of race to the stories he tells.

Distributive: Dist:LIT; WCult:W

### **ENGL 75.02 - Climate Fiction**

The 21st century drumbeat of climate doomsday has ushered in a new speculative genre of planetary crisis dubbed climate fiction or "cli-fi," the science fiction of the late Anthropocene. But how is this genre new, and why limit such queries to fiction? How does the specter of species death and global pandemonium have a literary and cultural history as well as a geophysical, earth systems one? This seminar, through historical and contemporary critique, read transversally across an array of media from novels to theory and film, will situate where we are now with literature from the past about the emergence of steam power, land enclosures, energy systems, and Arctic exploration to account for how we might secure the future. Topics include entanglements of anthropogenic processes with other planetary effects in theories of Capitalocene, Plantationocene, and Chthulucene from the conquest of the Americas to the untimely present. Readings include eighteenth century and romantic natural history, bad weather, contemporary "cli-fi," ecological theory, and at least one film, such as Steven Spielberg's blockbuster *Ready Player One* (2018).

Distributive: Dist:LIT; WCult:W

### **ENGL 86.03 - Senior Workshop in Creative Writing: Creative Nonfiction**

An advanced workshop for seniors who wish to undertake a manuscript of creative nonfiction. Students must submit an 8-12 page writing sample to the instructor by the LAST DAY OF CLASSES of the term preceding the term in which they wish to enroll. These materials should be submitted electronically to the instructor.

Distributive: Dist:ART

### **ENGL 87.05 - Uses of Fact: True Source Material in Prose, Poetry, and Film**

This class will examine how a diverse group of artists work with factual material. One sometimes hears this sensible phrase: "You aren't entitled to your own facts!" But the truth is artists do frequently work with their own facts, and we'll look at what certain writers (Anna Deavere Smith, Eudora Welty, Joseph Brodsky), poets (Pedro Pietri, Elizabeth Robinson, Van Jordan) and filmmakers (Sarah Polley, Charles Burnett, and Earl Morris) do with true source material that interests, compels, repulses, and, above all, inspires them. Weekly writing exercises and workshops will help you develop our own ideas inspired by the works under discussion. The course will culminate

in a final project where students will share own new work.

Distributive: Dist:ART

### **ENGL 87.10 - Engaging Hybridity: Race, Gender, Genre**

This course explores hybrid genres such as the prose poem, the lyric essay, and the graphic memoir, as well as other sites of artistic production that involve intersection, exchange, conflict, inhabitation, resistance, and cultural address. Students will consider the diverse and provocative creative work of Mat Johnson (*Incognegro*), Maggie Nelson (*Bluets*), Sebastian Matthews (*Beginner's Guide to A Head On Collision*), Claudia Rankine (*Citizen*), Tyehimba Jess (*Olio*), Kwame Dawes (*Duppy Conqueror*), A. Van Jordan (*The Cineaste*) and Dee Matthews (*Simulacra*), and based on these readings they will develop their own creative work in hybrid genres. The class will utilize both seminar and workshop formats, but the emphasis will be on the practice of writing as a way of thinking through forms of social, political and cultural engagement with this anxious moment in history, and of asking what kind of parameters, if any, art, particularly literature, truly requires? Are they porous enough? And what role does identity play in the choice to cross such borders?

Distributive: Dist:ART

## **Film and Media Studies**

### **FILM 41.14 - The Western**

Explores the development of the Western genre from its beginnings in pre-cinematic culture and silent cinema through its maturation in the Classical Hollywood era (1930s to 1950s), its path toward revisionism in the 1960s and 1970s, and its fluttering obsolescence ever since. Historical analysis of this most prolific, and most "American," of Hollywood genres provides a singularly nation-centered perspective on changing U.S. culture, ideologies, and sensibilities.

Distributive: Dist:ART; WCult:W

### **FILM 41.15 - 20th-Century American Film Comedy**

Though tragedy is a more respected genre, comedy emanates from the same source: the recognition of a gap between what is, and what ought to be. This course will enrich our understanding of how this predicament was negotiated on American screens during the cinema's first full century, from Keaton, Normand, and Chaplin through Hepburn and Jerry Lewis. Course combines several key approaches to US comedy: its cultural/countercultural bent, its development as a

Hollywood genre, and its representations of women and gender.

Distributive: Dist:ART; WCult:W

#### **FILM 42.14 - Mexican Cinema**

This course serves as an introduction to Mexican cinema and the global system of filmmaking in which it developed. We will examine the history of Mexican film, filmmaking practices, aesthetics and business concerns, as well as audiences inside and outside of Mexico. One central point of inquiry will be the extent to which Mexican cinema was truly "national." We will question the concept of "national cinema" all the while analyzing the extent to which issues in Mexican politics, society, and culture were reflected on and influenced by the screen. The transnationality of Mexican film will be central to our investigation as we examine the influence of the United States and Hollywood during Mexican cinema's development. Students will learn about the various styles and genres of Mexican film and the theories with which film scholars have interpreted them. Among the filmmakers to be studied are Sergei Eisenstein, Fernando de Fuentes, Emilio "El Indio" Fernandez, Luis Buñuel, Alfonso Arau, Maria Novaro, Natalia Almada, Guillermo del Toro, Alfonso Cuarón, and Alejandro Gonzales-Íñárritu. Proficiency in Spanish is not required.

Distributive: Dist:ART; WCult:NW

#### **FILM 42.15 - Nothing is True and Everything is Possible: Politics, Media, and Religion in Post-Soviet Russia**

In 1987, the Soviet Union was the largest political entity on the planet. Four years later, it had vanished from the map entirely. In this interdisciplinary course, you will learn about the 'new Russia' that has emerged in the three decades since that stunning collapse. Drawing on a wide variety of resources in English translation—from Russian films and novels to YouTube videos and social media posts—you will navigate the diverse technologies and media products that are helping to shape contemporary Russian identity. You will explore, for example, the 'violent entrepreneurship' of oil oligarchs, the cynicism of state-funded television propagandists, and the avant-garde theatrics of Moscow's feminist dissidents. Your study of Putin's Russia should also allow us to discuss some of the most pressing questions facing citizens in a democracy today: What is the nature of truth in the digital age? How do content creators and media consumers determine what is credible? What factors and forces are shaping the messages we consume through our televisions, tablets, and smartphones, and how can we learn to critically evaluate these messages in order to lead better lives?

Distributive: Dist:LIT; WCult:W

#### **FILM 44.02 - Cut and Paste Cinema**

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

Distributive: Dist:ART

#### **FILM 44.03 - Filming the Landscape**

This class will study and compare representations of the American landscape through the history of film and painting as well as the depiction of landscape and environmental issues manifested through television and video. Students will be required to complete a short film or video every two weeks referencing sites visited.

Distributive: Dist:ART; WCult:W

#### **FILM 44.04 - Sound: Practice and Theory**

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

Distributive: Dist:ART; WCult:W

#### **FILM 46.08 - Television Without Borders: Local Communities, Global Audiences**

Considers television as a transnational medium from the first international broadcasts of the late 1950s to its digital descendants in the early twenty-first century. As television genres and formats continue to mutate and proliferate (digital downloads, streaming, etc.), the course addresses fundamental questions about its nature as a medium of mass communication: What is television for, today?

Distributive: Dist:INT or ART; WCult:W

#### **FILM 47.23 - 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

#### **FILM 47.24 - Race & Gender in American Film**

This course is an introduction to the history of race and gender in American film. These fundamental social constructs in American life have been central to the development of American film narrative from the beginnings of cinema at the turn of the twentieth century. In turn, American films have profoundly shaped the ways that we think about race and gender and racialized and gendered beings. We will analyze the shifting and situational meanings of race and gender throughout the twentieth century, and in particular, how they have been influenced by the forces of history, including wars, economic depressions, and social movements. While we will focus our attention on Hollywood cinema of the "golden age", the period from the 1920s-1960, we will also spend significant time considering American independent cinema and the post-classical period of filmmaking from the 1960s to the present. In our consideration of race and racialized peoples, we will include African Americans, Native Americans, Asian Americans and Latinos. Our discussions of gender will be expansive to include not just women and femininity, but men and masculinity as well.

Distributive: Dist:ART; WCult:W

#### **FILM 47.25 - 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

#### **FILM 47.26 - Film and Fashion: Dressing the Part**

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

Distributive: Dist:ART; WCult:W

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

### **FREN 10.19 - A La Recherche du bonheur**

What is happiness? How has this concept changed over the centuries? How has its conception and treatment been influenced by social events, gender, and class? Is there a form of happiness that is particularly French? In this course we will explore such questions using texts from the Middle Ages to the 21st century and study the role that the quest for happiness has played in French culture.

Distributive: Dist:LIT; WCult:W

### **FREN 10.20 - Representations of war in French literature and film from the Middle Ages to the present**

This course will explore the different ways in which French literature and cinema represent war and its effects from the Middle-Ages to the present. Texts and authors studied will include the "Chansons de Geste," Chrétien de Troyes, Pierre Corneille, Michel de Montaigne, Voltaire, Stendhal, Roland Dorgelès, Henri Barbusse, Guillaume Apollinaire, Marc Bloch, Vercors, Joseph Kessel and filmmakers such as Jean Renoir, Bertrand Tavernier, Claude Autant-Lara, Jean-Pierre Melville, Louis Malle and François Truffaut.

Distributive: Dist:LIT; WCult:W

### **FREN 20.02 - The Locations of French Culture**

This course proposes to consider the contexts and the constitution of French cultural identities. Specifically, it will explore the pressure points and key subjects that return time and again in discussions of what it means to be French or possess French culture: language; religious identity, republicanism, nationalism; race, class, gender, sexuality; gastronomy; popular culture and high art.

Distributive: Dist:SOC; WCult:W

### **FREN 40.07 - Constellations of Loss: Modernities/Theories/Politics of the French Lyric (19th-20thC)**

This course proposes to examine the techniques and specificity (that is, the poetics) of French and Francophone verse and prose poetry as the genre confronts, troubles, and defines the philosophical, aesthetic, rhetorical, political, and historical questions and concepts we place under the rubric of "modernity" in the 19th and early 20th centuries (e.g., revolution, irony, rupture, transformation, loss, violence, the death of the author, etc.).

Movements covered include: romanticism, aestheticism, symbolism, dada/surrealism, negritude. Authors include: Mme de Staël, Hugo, Lamartine, Marceline Desbordes-Valmore, Musset Nerval, Baudelaire, Gautier, Verlaine,

Rimbaud, Louise Michel, Mallarmé, Apollinaire, Breton, Marcel Duchamp, Aimé Césaire. Secondary material allowing us to think poetry at the crossroads of critical theory include excerpts from: Plato, Hegel, Sartre, Michael Riffaterre, Michel Foucault, Fredric Jameson, Paul de Man, Sigmund Freud, Ross Chambers, Julia Kristeva, Roland Barthes, Roman Jakobson.

Distributive: Dist:LIT; WCult:W

### **FREN 55.05 - France, 1914-1944: from One War to Another**

This course will analyze what General Charles de Gaulle used to call “the Thirty Years War.” From the First World War to the German Occupation, we will focus on one of the most dramatic periods of French history. In articles, speeches, diaries, memoirs and films, we will examine its main events, the political choices of the population (coercion and consent, brutalization, pacifism, antifascism, collaboration, *attentisme*, resistance), social and cultural fields, and questions of memory.

Distributive: Dist:SOC; WCult:W

### **FRIT 37.05 - Black Queer & Trans Futures: An Experiment**

Engaging with the histories and present realities of colonial dispossession, racial violence and cisheteropatriarchy on campus and beyond, we will collaboratively craft visions of alternative futures. Drawing on critical theory and speculative fiction from Haiti, Martinique, Cameroon, US and beyond, our goal will be to challenge our current order, chart how we move past it, and imagine what liberatory futures lie beyond. This experiment will culminate in a staged reading directed and performed by professionals.

Distributive: Dist:SOC; WCult:CI

### **FRIT 37.06 - Italian Political Theory: From Dante and Machiavelli to Biopolitics**

In his 2010 book *Living Thought*, philosopher Roberto Esposito claims not only that the work of contemporary Italian Theory is attracting increasing international attention, but also that knowledge of the Italian intellectual tradition is crucial for understanding the world around us. To comprehend and evaluate Esposito’s claim, this FRIT class explores Italian political thought from Dante and Machiavelli to the contemporary international debate on biopolitics led by figure such as Giorgio Agamben and Esposito himself. The class will be taught in English.

Distributive: Dist:TMV; WCult:W

### **ITAL 10.20 - Before Facebook: Friendship in Italian Literature**

What does it mean to be friends, and what is it that distinguishes this unique experience? How do people who are first distant from one another become close and

connected? Italian novels, poems, short stories, fairy tales, screenplays, journalism and historical media will help us understand the voice of friendship as an essential human experience, a fundamental way of knowing the world.

Distributive: Dist:LIT; WCult:W

## **Geography**

### **GEOG 21 - Geographies of Violence**

Violence appears to be a constant problem for human society, although its forms, mechanisms and objects change over time. The last decade has seen the unprecedented increase of the use of targeted killing as the US has expanded its drone strike operations around the globe, and events such as those in Ferguson and Charlottesville have led police brutality and racialized violence to reemerge as national concerns. The aim of this course is to study the problem of violence through a geographic lens. It explores a range of topics relating to violence at three scales: the global, the national, and the body. The goal is to interrogate how each scale of unit of analysis reveals different ways of understanding violence and to draw connections between them; and the course will focus particular attention on the historical and political geographies of Western violence. Topics include drone warfare, humanitarian intervention and peacekeeping, police, fascism, the ethics of killing, slavery, colonialism, and the politics of nonviolence.

Distributive: Dist:SOC

### **GEOG 21.01 - Black Consciousness and Black Feminisms**

This seminar seeks to decenter mainstream (what bell hook calls “imperialist, white supremacist, capitalist, [heteronormative], patriarchal”) thinking to understand the world differently. Reading primary and scholarly texts from the US, Caribbean, and Africa about the Black Consciousness Movement and black feminisms, we will trace the evolution of thinking about race, gender, sexuality and interrelationships through time and across space. Assignments include weekly reading response papers and an independent research project.

Distributive: Dist:SOC; WCult:CI

### **GEOG 36 - Climate Extremes On A Warming Planet**

Somalian drought and famine, Greenland wildfires, monsoonal floods and landslides in Southeast Asia, and the brutal hurricanes and post-storm neglect of Puerto Rico - climate related disasters such as these cost the U.S. alone a record of \$300B in 2017. With the world warming an order of magnitude faster than any time in the last 65 millions years and with more people, material, and money occupying the same space than ever before, it's unclear whether such climate impacts are part of a geophysical

trend or reflective of our social, political, and economic choices.

Distributive: Dist:SCI

### **GEOG 68 - Environmental Justice**

Around the world, people suffer because of environmental degradation, from sickening industrial pollution to unnatural disasters to disruptive climate change. This course examines how environmental harms are unequally experienced, as well as how communities organize to protect themselves. We will discuss the concept of “environmental justice” as it has developed through social movements in the United States and elsewhere. We will also explore it as an analytical category that (a) explains how inequality manifests environmentally and (b) enables critical thinking about concepts like the “environment” and mainstream environmentalism and environmental policy. Drawing from Anthropology, Geography, History, Sociology, and other disciplines, we will focus on the lived experiences of environment justice and injustice around the world.

Distributive: Dist:SOC

## **German Studies**

### **GERM 15 - Nazis, Neonazis, Antifa and the Others: Exploring Responses to the Nazi Past**

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

Distributive: Dist:LIT; WCult:CI

### **GERM 29.01 - A Cultural Studies Approach to Contemporary Germany and Berlin**

Introduction to contemporary German culture, identity and everyday life through close analysis of literary, visual (including filmic), architectural, political and other texts. Assignments develop skills in the analysis of visual material, of the construction of identity, and of the expression of sophisticated ideas in written and spoken German. Carries major or minor credit.

Distributive: Dist:ART; WCult:CI

### **GERM 42.05 - 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

### **GERM 42.06 - 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 connects 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

### **GERM 64.03 - Weimar Republic Culture**

This class provides an introduction into Weimar Republic Culture and its rich political and aesthetic legacy. Writers,

artists, filmmakers, scientists, philosophers, and political activists collaborated widely and produced new perspectives and forms for understanding the self and its relationship to language, to others and to the world. We will discuss among others artistic movements such as expressionism, Dada and New Objectivity, modernist genres such as the collage or the stream-of-consciousness novel, groundbreaking authors such as Thomas Mann and Bertolt Brecht, the rich German-Jewish cultural life before the rise of fascism and the way in which sciences and the arts converged. The class will be conducted in German.

Distributive: Dist:LIT; WCult:CI

## Government

### GOVT 27 - Racial Justice

This course introduces students to major contemporary racial justice debates. It also considers how theories of racial justice might better include the concerns of women of color as well as LGBT and trans persons of color. Throughout the course we will examine questions such as: What constitutes racial injustice? How is gender implicated in said injustice? What, if anything, do blacks and other people of color owe to one another? Should political possibility and pragmatism bound thinking regarding corrective racial justice?

Distributive: Dist:SOC

### GOVT 30.03 - Political Economy in the Age of Google

This course explores the shifting relationship between private corporations and government policy in the networked world. As advanced technologies reshape business architectures and transform the terms of competition, the actions of government agencies must change correspondingly. We shall analyze the knowledge economy in microcosm—especially evolving network effects—and ask the urgent questions. What public infrastructure and standards are necessary to facilitate growth? What are the limits of established notions of intellectual property—patents, for example? What new metrics might be used to account for corporate performance and valuable assets? What are the implications of peer networks for the delivery of the services—from healthcare to education—that citizens have come to expect in a democracy?

Distributive: Dist:SOC

### GOVT 30.12 - The Power of Latinx in U.S. Politics

Latinx politics is one of the most complex areas of study in American politics. The Latinx population is diverse, with generational status and national-origin being just two of many significant cleavages. The relationship between political institutions and the Latinx population has evolved over time and still varies significantly across communities.

While being attentive to these issues, this course provides an understanding of Latinx political behavior and the representation of Latinx in federal and subnational policymaking. The first section of the course focuses on Latinx public opinion, political participation, and voting behavior. The second focuses on the election of Latinx to public office and on how elected representatives interact with Latinx constituencies. Lastly, we will look at Latinx within the larger context of American interracial relations.

Distributive: Dist:SOC; WCult:W

### GOVT 30.13 - Immigration Policy in the U.S.

We will review the history of immigration in the U.S., immigration law, and how public policy has tried to control migrant flows and immigrant behavior. We will explore the root-causes immigration and the growth in the detention capacity of the Department of Homeland Security. Understanding those topics will lead us to question the meaning of illegality and citizenship and rethink recent policy innovation, such as Arizona's SB1070, Deferred Action for Childhood Arrivals, and the DREAM Act.

Distributive: Dist:SOC; WCult:W

### GOVT 40.22 - 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 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

### GOVT 40.23 - Energy and Society in the Middle East and North Africa

This course focuses on the economic, political, social and cultural consequences of rapid development in the

hydrocarbon states of the Middle East and North Africa: states whose development is highly dependent on access to the global economy for income from oil. The course aims to provide students with an understanding—from both a Social Science and a Humanities perspective—of how hydrocarbon-led development has dramatically changed the economic, political, and cultural life of what were previously tribal societies.

Distributive: Dist:INT; WCult:NW

### **GOVT 50.08 - Psychology and International Politics**

What, if anything, can psychology tell us about international security? This seminar looks at the various ways in which IR scholars have drawn upon psychology to enhance existing theories and develop new insights into world politics. Political psychology has been leveraged to make sense of puzzles at the core of IR, from nuclear proliferation to war and institutional cooperation. The course is designed around substantive psychological topics, which will form the basis of our critical discussions each week. Topics include decision-making, risk assessment, trust, reputation, emotions, social identity, nationalism, and leader personality/beliefs. This course does not require a background in psychology.

Distributive: Dist:SOC

### **GOVT 50.17 - Weapons of Mass Destruction**

This course examines the role of weapons of mass destruction (WMD) in international politics: specifically, nuclear, chemical, and biological weapons. Over the course of the quarter, students will explore a range of political questions related to these technologies. Why do states want WMD technology, and have these motivations changed over time? What are the effects of WMD technology on international politics? Do WMD deter conflict or make it more dangerous and frequent? What are the mechanisms for preventing the spread of WMD technology and how effective have they been? How real is the threat of WMD terrorism? In addressing these questions, the course will cover a wide range of historical cases and time periods, encompassing the United States, Europe, the Middle East, Asia, Africa, and examining the use of WMD in World War I, World War II, and more recent conflicts such as the Syrian Civil War.

Distributive: Dist:SOC

### **GOVT 50.18 - Foreign Policies of Middle Eastern States**

This course analyzes the foreign policies of Middle Eastern states. It begins with an examination of the frameworks of foreign policy analysis. Then, it analyzes the foreign policy making of eleven different states; Algeria, Egypt, Iran, Israel, Jordan, Morocco, Qatar, Saudi Arabia, (what used to be known as) Syria, Turkey, United Arab Emirates. In each of these cases, we look into the role of

various actors involved in formulating foreign policy as well as the constraints and opportunities they face – internally and externally. We will examine how the interaction between these various actors, the definition they give to their constraining/enabling structures, contribute to defining the foreign policy behavior of the state in reference. We will also see how the combination of these foreign policies, especially their regional dimension, led the Middle East into the chaos it suffers from now. Given the rapid pace of change in the Middle East, we will combine recent texts and older ones, in order to familiarize ourselves with both the “baseline” of foreign policymaking in the Middle East and its most recent manifestations. We will also read shorter updates, mainly from media sources, as we progress in the course.

Distributive: Dist:INT

### **GOVT 60.17 - 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

### **GOVT 60.18 - Daniel Webster and the Dartmouth College Case**

Two hundred years ago, in 1819, Daniel Webster argued a case in front of the Supreme Court defending his alma mater, Dartmouth College, against the predations of the State of New Hampshire. The Court found in favor of Dartmouth, which preserved the College as a private entity. Perhaps more importantly, it also laid the legal

foundation for the modern economy, where corporate firms are to some extent free of state control. This course aims for a comprehensive understanding of the Dartmouth College Case and Daniel Webster by integrating the perspectives of American studies, history, political theory, and law.

Distributive: Dist:TMV

### **GOVT 60.19 - Black Political Thought**

This course will explore the black political thought from the antebellum period through the middle of the twentieth century. The course will include the political writings of major black political thinkers such as Frederick Douglass, Harriet Jacobs, Booker T. Washington, W. E. B. Du Bois, Ida B Wells, Martin Luther King, Jr. and Ella Baker as well as secondary source material on these thinkers.

Distributive: Dist:TMV

### **GOVT 60.20 - Introduction to Law, Social Justice, and Trial Practice**

This course will provide a broad view of the legal system, and an overview of a civil trial. The students will have the opportunity to experience trying cases in a safe environment.

### **GOVT 60.22 - Law, Power & Society**

What is law? In this course, we will explore this seemingly simple question, and look at how scholars from anthropology and other disciplines have addressed it. We will look at law as a means of ordering societies, as an exercise of power, and as a cultural phenomenon that helps us better understand the world around us. We will survey foundational and philosophical thought, delve into law's role in the United States, and study its manifestations in colonial and postcolonial societies, such as South Africa and Brazil. We will explore the law as both a means of social control and of social change.

Distributive: Dist:SOC

### **GOVT 68 - Capitalism 3.0**

The first wave of capitalism was industrial: it took people off the farm and brought them to the city and the factory. The second wave, post-industrial capitalism, centered productive activities in services rather than manufacturing. Capitalism 3.0 may transcend the need for human labor more than ever imagined: machines and robots will do the work, especially the difficult, dirty, and monotonous work that has given "work" a bad name. What will capitalism of the future need to be if it is to be a prosperous and fair economic system. Course integrates economics, public policy, and political philosophy. Crosslisted with Economics and Public Policy.

Distributive: Dist:TMV

### **GOVT 81.16 - The Rise of Populism in Europe**

Populist parties have emerged as a significant force in European politics. Across western and central Europe, anti-immigrant parties have entered governing coalitions and accelerated the decline of mainstream parties. In southern Europe, radical left-wing parties have increasingly challenged the legitimacy of the European Union. This seminar will examine the political, economic, and cultural factors driving the unprecedented success of populist parties. In doing so, we will grapple with a range of significant challenges facing liberal democracies, ranging from the consequences of immigration and diversity to economic stagnation and representational deficits.

Distributive: Dist:INT or SOC; WCult:W

### **GOVT 83.22 - Political Representation in the U.S.**

Representation is central to most democratic theories of government, but does the U.S. government represent its citizens? This course introduces students to both classic and contemporary research on this question with a particular emphasis on understanding what constitutes "good" representation. During the first section of the course, we discuss theories of representation and examine the validity of those theories in the context of the political aptitude of citizens and structural dilemmas for representation. The second section of the course will focus on different empirical approaches to studying representation. The third section focuses on the relationship between inequality (along lines of race/ethnicity, gender, and class) and representation. Throughout the course, we address a number of related questions on democratic theory, the relationship between public opinion and legislative behavior, and how elected officials learn about public opinion.

Distributive: Dist:SOC

### **GOVT 83.23 - Race and Politics in the U.S.**

This class is about race in America. Race and ethnicity have played a large, but often ignored, role in American politics since the country's founding. Thus, knowledge of racial and ethnic politics is necessary to fully understand contemporary American politics. In this course, we will explore what factors shape racial and ethnic identities, the development of racial attitudes, racial and ethnic minority groups' participation in politics and representation in government. In addition, we will explore how American politics has differently affected various racial and ethnic groups through public policy.

Distributive: Dist:SOC

### **GOVT 85.15 - Economic Statecraft in International Relations**

This course examines the use of economic instruments – trade, investment, and financial sanctions or inducements – by states to achieve foreign policy and national security

objectives. We will develop theoretical perspectives and examine classic and contemporary cases to examine whether economic sanctions and inducements are effective; the relationship between economic statecraft, diplomacy, and the use of force; the impact of globalization on economic statecraft; and how domestic politics enable or constrain economic statecraft. Cases will include NATO sanctions against Russia, Chinese economic diplomacy in the South China Sea, multilateral restrictions on Iran and North Korea, and financial sanctions in the war on terrorism.

Distributive: Dist:INT

### **GOVT 85.37 - Resistance and Collaboration**

This course explores the dynamics of resistance and collaboration in the context of foreign military occupation. Over the course of the quarter, students will delve into a number of complex political questions: Why do some individuals and groups collaborate with foreign occupiers while others risk their lives by joining resistance movements? What explains why resistance is widespread in some historical cases and relatively weak in others? Why do some resistance movements succeed whereas others fail? How should we understand the dynamics of insurgency and counterinsurgency in countries under foreign occupation? Finally, what are the long-term consequences of resistance and collaboration, and how are these phenomena remembered in countries that once suffered under occupation? In interrogating these questions, the course will draw on a wide range of historical cases, including Nazi, Soviet, and Japanese occupations during World War II, post-war U.S. occupations of Germany and Japan, and recent American occupations of Afghanistan and Iraq.

Distributive: Dist:SOC

### **GOVT 85.38 - Gender and War**

Historically, the connection between gender and war was considered to be so obvious that few thought to question it. Men make up the vast majority of political decision makers who prosecute wars, and men constitute the vast majority of soldiers who fight wars. In the last few decades, scholars have asked why this is the case and challenged assumptions about how conceptions of masculinity and femininity matter in global conflict. In this seminar, we will delve into some of the classic studies and most influential research on gender and war in political science in order to understand the ways in which conceptions of gender difference shape the causes and consequences of war.

Distributive: Dist:INT or SOC; WCult:W

### **GOVT 85.39 - Public Opinion and American Foreign Policy**

This course investigates public opinion about U.S. foreign policy. We examine prominent scholarly debates about whether foreign policy public opinion is rational, coherent, and a factor in policy outcomes. The course will be structured around several important questions, including: Does the American public have organized views about foreign policy? How do ideology, partisanship, values, and facts shape foreign policy attitudes? To what extent do leaders and the media shape foreign policy public opinion? Does the public affect foreign policy decision-making, either directly or by influencing voting behavior?

Distributive: Dist:SOC

### **GOVT 86.34 - Ethics, Economics, and the Environment**

This course examines the ethics and economics of our environmental choices and public policies. Throughout, we will examine important and difficult questions of practical relevance, including: Should you be an ethical consumer? What is the value of nature, and can we put a price on it? What's a fair distribution of environmental goods? Who should bear the costs of climate change? Is economic growth the problem or the solution? How should we measure social progress?

Distributive: Dist:TMV

### **GOVT 86.35 - Feminist Theory**

This seminar is designed to provide an overview of significant themes and debates within feminist theory. It is organized around several topic areas - most centrally Intersectionality and the Body (including the racially marked body, the covered body and the body in motion, across both national and gender boundaries).

Distributive: Dist:SOC

### **GOVT 86.36 - The Color Line, Lynching and the Black Public Sphere: Social & Political Thought of Ida Wells & DuBois**

This course will explore the black public sphere through close readings of the writings of W.E.B. Du Bois and Ida B. Wells as well as secondary source material on these thinkers as well as the black public sphere itself.

Distributive: Dist:TMV

## **History**

### **HIST 3.02 - Europe in the Age of Discovery**

This course introduces students to an age of discovery during which Europeans encountered worlds, real and imagined, far beyond the realm of the familiar. Between the latter half of the 14th century through the late 18th century European society, economics, politics, ideas, and culture were altered in ways that increasingly took on

aspects of modernity. From the aftermath of a pandemic crisis through a period punctuated by religious reformations, civil wars, and revolutionary regicides, Europeans steadily adopted more modern attitudes to property, authority, community, work, family, the body, nature, and supernatural forces.

Distributive: Dist:SOC; WCult:W

### **HIST 8.06 - Food History**

We will look at issues of food production and consumption, and how our relationship to food contributes to the political and social structures that we live with. Our approach will be historical and pay special attention to the ways in which our production and consumption of food has been shaped by the movement of people over the last century. The readings explore how food creates ways for people to form bonds of belonging while also creating bonds of control and regimes of inequality.

Distributive: Dist:SOC; WCult:W

### **HIST 8.07 - The History of Equality**

This course will examine key shifts in the understanding and deployment of notions of “equality,” including moral, legal, political, social, racial, and gender equality. Primarily a course of intellectual history with a focus on European and American sources and texts, it will nevertheless encourage the consideration of non-western perspectives and will draw on relevant literature in other disciplines, including anthropology, psychology, and economics.

Distributive: Dist:INT or SOC; WCult:W

### **HIST 13 - Planters, Pirates, and Puritans: 17th-Century English America**

This course explores the many different forms of English colonialism in America. It considers their differences and similarities. It probes the ways they were shaped by shifting ideas back in Europe, the requirements of different American environments, and the influence of indigenous and enslaved people. It grapples with English America not as a precursor to the United States, but as a place where new ideas were tested and traditional hierarchies were broken down and reformed.

Distributive: Dist:SOC; WCult:W

### **HIST 31.01 - Latina/o Social Movements**

People of Latin American descent (aka “Latina/os,” or the gender neutral, more inclusive “Latinx”) have been at the forefront of a variety of social movements over the last century. In some cases, they have insinuated themselves into existing movements, while in others, they have built movements that uniquely speak to their concerns as soldiers and anti-war activists, undocumented residents,

racial minorities, farm workers and/or perceived impediments to economic progress. Always, they have asserted their rights to protest. Frequently, they have taken these actions regardless of their citizenship status. This class charts the growth of these movements and anticipates the future of social protest and Latinx politics in the United States.

Distributive: Dist:SOC; WCult:W

### **HIST 38.03 - Pan-Indianism**

This course provides the history of pan-Indian movements in Indigenous North America from 1680 to the present. In the current era of self-determination, tribal sovereignty, and Indigenous nationhood, we perhaps sometimes forget that pan-Indian movements have played a significant part in the history and experiences of Native peoples of North America. We will explore the many ways in which Native peoples have aligned themselves with other tribal nations religious, military, educational, economic, and environmental movements, in the process cutting across linguistic, cultural, religious, and national lines. Indigenous North Americans have deployed pan-Indianism as a strategy to confront both international such as colonialism and the struggles for control of contested Borderlands, and more regional and localized forces. Taken in its entirety, understanding pan-Indianism is essential to understanding the history of Native North America.

Distributive: Dist:SOC; WCult:NW

### **HIST 38.04 - Indigenous North American Borderlands**

This course focuses on the histories of Indigenous peoples in the borderlands of North America across time in both geographic and thematic contexts. Viewing Native America as an incredibly complex series of borderlands is a useful interpretive model for better understanding the history of Native peoples. Lectures, readings, and class discussion will focus on elements such as cultural contact, conquest and colonialism, missionization, citizenship, gender, and nation. While exploring these various themes, we will touch on some familiar territory such as frontiers and middle grounds, but we will also question our own personal, and often, region-based expertise in order to unpack a more nuanced view of Indigenous borderlands and their significance.

Distributive: Dist:INT or SOC; WCult:NW

### **HIST 70 - Gender and The Modern Middle East and North Africa**

In this course, we will study histories of the modern Middle East and North Africa and examine the ways that issues relating to gender and sexuality have affected the politics and social worlds of the region over the course of the past several centuries. This course begins with the medieval Islamicate Empires — Mughal, Safavid, and Ottoman — and then moves through the end of empire, the

colonial era, the establishment of the nation state, and the emergence of modern cultural, political, and religious movements. In doing so, we will situate the histories and social worlds of the region in a global frame, asking how global political and economic transformations have affected the region. At the same time that we attend closely to these histories, we will also examine the ways in which the category of “woman” has been mobilized in popular and political discourses in the 18th-21th centuries, paying particular attention to how Muslim and Middle Eastern women have been represented in various political discourses, as well as how they have represented themselves. Through close readings of both primary sources (in translation) and secondary literature — including historiographical, theoretical, and literary texts as well as film and music— we will also tackle the questions, controversies, and stereotypes that have animated debates in both scholarly and popular literature on such topics as the veil, feminism, revolution, human rights, LGBT issues, masculinity, and war.

Distributive: Dist:SOC; WCult:NW

### **HIST 72.02 - Nomad Rulers and Origins of the Modern World**

Between the twelfth and sixteenth centuries, government by rulers of nomadic origin produced similar changes in China, the Middle East, and Russia, and were later diffused by various means to Europe, South Asia and Southeast Asia. These changes included the promotion of vernacular languages, increasing influence of folk and dissident religions, and the rise of self-legitimizing rulership. These influences later challenged cultural and political authorities across Eurasia, laying the foundation for the modern world.

Distributive: Dist:INT; WCult:CI

### **HIST 90.04 - The Making of the Modern Middle East**

This course will survey major developments in Middle East history, politics, and society. Moving across an expansive geography encompassing North Africa, the Levant, the Arabian Peninsula, and parts of Central Asia, particular attention will be given to five important themes: imperialism, modernization, nationalism, Islam, and revolution. In 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 past.

Distributive: Dist:SOC; WCult:NW

### **HIST 90.05 - The Jewish Atlantic**

This course will examine the contribution of Jews, crypto-Jews, and Conversos to colonial enterprises in the transatlantic sphere, 15th-19th centuries. Focusing on the

Iberian peninsula, we will examine Jewish settlements in North America, Latin America and the Caribbean, including Jewish owned plantations in Suriname, Jewish involvement in the triangulated slave trade, and the impact of the Inquisition, the Age of Emancipation, and the Atlantic revolutions.

Distributive: Dist:SOC; WCult:NW

### **HIST 90.06 - Daniel Webster and the Dartmouth College Case**

Two hundred years ago, in 1819, Daniel Webster argued a case in front of the Supreme Court defending his alma mater, Dartmouth College, against the predations of the State of New Hampshire. The Court found in favor of Dartmouth, which preserved the College as a private entity. Perhaps more importantly, it also laid the legal foundation for the modern economy, where corporate firms are to some extent free of state control. This course aims for a comprehensive understanding of the Dartmouth College Case and Daniel Webster by integrating the perspectives of American studies, history, political theory, and law.

Distributive: Dist:TMV

### **HIST 90.07 - The Great Migrations in American History**

In the decades between the 1910s and the 1970s, millions of southerners left the rural South for the booming cities of the North and West, in what was inarguably one of the most significant demographic events of the 20th century. From the Chicago blues to the Bakersfield Sound; *The Grapes of Wrath* to *Black Boy*; the Black Panthers to the Southern Baptist Convention—the influence of the southern migrations can be seen everywhere in American society during these years. Rather than treating the experiences of black and white migrants separately, this course takes a comparative approach to these simultaneous and parallel migrations, focusing on the political and economic factors that drove out-migration from the South; the impact that southern migration had on race relations and labor markets in northern and western cities; the diasporic communities formed by southern migrants in their new homes; and the impact of the migrations on American culture and politics over the course of the 20th century.

Distributive: Dist:SOC; WCult:W

### **HIST 92.04 - Partition in South Asia**

In the years leading to 1947, nationalist activism against the British and tensions between Hindus and Muslims escalated in the Indian subcontinent. This culminated in Partition and the emergence of the nations of India and Pakistan. Independence was marred, however, by the bloodshed accompanying the mass movements of Muslims into Pakistan and Hindus into India. What were the factors

leading to this juxtaposition of triumphal Independence with shameful Partition? What were the implications of Partition for ordinary people? How have memories of Partition continued to affect powerful politics and culture in the subcontinent? This seminar investigates such questions using a wide variety of materials including films, memoirs, fiction and scholarly works. This course follows recent scholarship in focusing on the long-term implications of Partition for the subcontinent. Hence, while we certainly will investigate the events leading up to Partition, our emphasis will be on understanding the effect of Partition on the lives of ordinary people during and after.

Distributive: Dist:INT or SOC; WCult:NW

### **HIST 92.05 - 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

### **HIST 94.14 - Jews and 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 *platzl* 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

### **HIST 96.33 - Global History of Human Rights**

This course aims to complicate histories of human rights that imagine that such rights only or primarily exist in Euro-American contexts and have to be exported — either through humanitarian or military intervention — to the Global South. To this end, we will look at rights movements in Middle East, Latin America, and Asian contexts, and attend to the often-complicated history of such movements in the context of imperialism and war. In this course, we will ask: What are human rights, and what is their history? What is the relationship between human rights and earlier languages of rights? What counts as a human right? Can there be a universal standard for human rights despite social difference? What political and ethical possibilities have been opened for marginalized communities by the language of human rights, and what possibilities have been foreclosed by the often-singular focus on human rights as a panacea against all social ills? And finally: do our demands for human rights work to make the world a more just place, and are these demands enough?

Distributive: Dist:INT or SOC; WCult:NW

## **Humanities**

### **HUM 3.01 - Humanity by Design: City, Cinema, Self**

In the *Republic*, Plato sees the city and the self as intertwined, and theater and art as providing special access to the human mind that can bypass reason to shape the soul. Two millennia later, artists of the ‘modernist’ movement in architecture and the revolutionary art form of motion pictures had similar visions: in shaping our spaces and images we shape ourselves; humanity is designed. What ideas of art and architecture, of humanity and human nature are at stake? We’ll study this theme as it arises in key episodes in the history of cinema and architecture, and in today’s transmedia environment.

Distributive: Dist:ART

### **HUM 3.02 - Two Empires under the Sun: Han China and the Roman Empire**

Two modern superpowers, China and the United States, trace their origins back to ancient China and Rome. The empires of Han China and the Roman Republic/early Principate (3rd century BCE to 3rd century CE) inhabited opposite edges of the Eurasian land mass and shared no common roots. Yet they make for compelling case studies; key documents from written texts to artifacts such as coins, tombs, murals and inscriptions will help us explore these civilizations’ ideas about the universe, empire, family, and the human body. Students will compare the societies, politics, and cultural frameworks of Han China and Rome to see the value of deep historical perspective for understanding the modern world and cultural difference.

Distributive: Dist:INT or TMV

### **HUM 3.03 - Fascinating Fascisms of Germany and Japan**

In her 1974 essay entitled “Fascinating Fascism,” Susan Sontag argues that the fascism that plunged the world into war in the 1930s and 1940s was in essence an aesthetic mode distinguished by its horrifying blend of sublime beauty with apocalyptic violence. This class will investigate the similarities and differences of two particular brands of fascism (the German and the Japanese) in hopes of identifying and understanding the cultural and ideological dynamic that makes this worldview possible. Wartime Germany and Japan represent two distinct cultural, linguistic and historical constellations and yet in the period in question they shared a surprising number of commonalities: resuscitations of ancient mythologies, discourses of ethnic purity and racial superiority, and confluences of medieval narratives and modernist sensibilities. The instructors hope that the comparison of the disparate contexts that gave rise to such similar wartime cultures will reveal something essential to the fascist condition. Course materials will include fiction, autobiographical writing, film, cultural criticism, anthropological studies, and musical compositions. The class will include Canvas on-line discussions, collaborative learning activities, and a final research paper.

Distributive: Dist:INT or LIT; WCult:CI

## **Jewish Studies**

### **JWST 14 - The Jewish Atlantic**

This course will examine the contribution of Jews, crypto-Jews, and Conversos to colonial enterprises in the transatlantic sphere, 15th-19th centuries. Focusing on the Iberian peninsula, we will examine Jewish settlements in North America, Latin America and the Caribbean, including Jewish owned plantations in Suriname, Jewish involvement in the triangulated slave trade, and the impact of the Inquisition, the Age of Emancipation, and the Atlantic revolutions.

Distributive: Dist:SOC; WCult:NW

### **JWST 17 - Nietzsche and the Jews**

Despite his anti-religious rhetoric, Friedrich Nietzsche’s relationship to Judaism was complex. Nietzsche had great respect for the Judaism of the Old Testament, which serves as a model for his *Zarathustra*, yet he criticized “priestly” Judaism for its life-negating moral values. Nevertheless, Nietzsche became an important figure for Jewish culture in the early 20th-century, inspiring writers such as Theodor Herzl, Franz Kafka, Micah Joseph Berdichevsky, and

Martin Buber. The course will consider how Nietzsche provided an impetus for the reinvention of Jewish culture, even as he was appropriated by German fascists and anti-Semites.

Distributive: Dist:TMV; WCult:W

### **JWST 28 - Women and the Bible**

As contemporary Jewish and Christian communities of faith face the question of the role of women within their traditions, many turn to the Bible for answers. Yet the biblical materials are multivalent and their position on the role of women unclear. This course intends to take a close look at the biblical tradition, both the Hebrew Bible (Old Testament) and the New Testament, to ask what the Bible does—and does not say—about women. Yet the course is called “Women and the Bible,” not “Women in the Bible,” and implicit in this title is a second goal of the course: not only to look at the Bible to see what it actually says about women, but also to look at differing ways that modern feminist biblical scholars have engaged in the enterprise of interpreting the biblical text. Open to all classes

Distributive: Dist:TMV; WCult:CI

### **JWST 44 - 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

### **JWST 45 - 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

### **JWST 74.01 - The Jewish Jesus**

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

### **JWST 75 - 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

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

### **LACS 24 - Mexican Cinema**

This course serves as an introduction to Mexican cinema and the global system of filmmaking in which it developed. We will examine the history of Mexican film, filmmaking practices, aesthetics and business concerns, as well as audiences inside and outside of Mexico. One central point of inquiry will be the extent to which Mexican cinema was truly "national." We will question the concept of "national cinema" all the while analyzing the extent to which issues in Mexican politics, society, and culture were reflected on and influenced by the screen. The

transnationality of Mexican film will be central to our investigation as we examine the influence of the United States and Hollywood during Mexican cinema's development. Students will learn about the various styles and genres of Mexican film and the theories with which film scholars have interpreted them. Among the filmmakers to be studied are Sergei Eisenstein, Fernando de Fuentes, Emilio "El Indio" Fernandez, Luis Buñuel, Alfonso Arau, Maria Novaro, Natalia Almada, Guillermo del Toro, Alfonso Cuarón, and Alejandro Gonzales-Iñárritu. Proficiency in Spanish is not required.

Distributive: Dist:ART; WCult:NW

### **LACS 25 - Race and Gender in American Film**

This course is an introduction to the history of race and gender in American film. These fundamental social constructs in American life have been central to the development of American film narrative from the beginnings of cinema at the turn of the twentieth century. In turn, American films have profoundly shaped the ways that we think about race and gender and racialized and gendered beings. We will analyze the shifting and situational meanings of race and gender throughout the twentieth century, and in particular, how they have been influenced by the forces of history, including wars, economic depressions, and social movements. While we will focus our attention on Hollywood cinema of the "golden age", the period from the 1920s-1960, we will also spend significant time considering American independent cinema and the post-classical period of filmmaking from the 1960s to the present. In our consideration of race and racialized peoples, we will include African Americans, Native Americans, Asian Americans and Latinos. Our discussions of gender will be expansive to include not just women and femininity, but men and masculinity as well.

Distributive: Dist:ART; WCult:W

### **LACS 38 - 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

### **LACS 50.16 - The Jewish Atlantic**

This course will examine the contribution of Jews, crypto-Jews, and Conversos to colonial enterprises in the transatlantic sphere, 15th-19th centuries. Focusing on the Iberian peninsula, we will examine Jewish settlements in

North America, Latin America and the Caribbean, including Jewish owned plantation in Suriname, Jewish involvement in the triangulated slave trade, and the impact of the Inquisition, the Age of Emancipation, and the Atlantic revolutions.

Distributive: Dist:SOC; WCult:NW

### **LACS 50.17 - Land, Belonging, and Social Change in Latin America**

This course examines the entanglements of society of nature in Latin America with respect to political economic processes that affect land use, its management, and its productive capacities in our present age of environmental degradation and heightened social conflict. Debates around multispecies thinking, the nature/culture divide, and environmental affect figure prominently in the interlinked and interdisciplinary discussions dealing with the curating, imagining, and use of environment in the hemispheric Americas. By thinking through the environment, we approach a different way of examining the history of Latin America, interrogating how we imagine Latin American nature as both object and site of our collective environmental imaginations. Topics include the politics of sustainability, green capitalism, indigenous land struggles, contemporary theories of nature, ecotourism, and select case studies at the intersection of ecology, conservation, and security.

Distributive: WCult:NW

### **LACS 76 - Culture and Identity in Modern Mexico**

From the Porfiriato and the Revolution to the present, a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican State; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; neoliberalism and social inequality; the problems of political reform; and the zapatista rebellion in Chiapas. Open to all classes.

Distributive: Dist:SOC; WCult:NW

### **LATS 8 - Food History**

We will look at issues of food production and consumption, and how our relationship to food contributes to the political and social structures that we live with. Our approach will be historical and pay special attention to the ways in which our production and consumption of food has been shaped by the movement of people over the last century. The readings explore how food creates ways for people to form bonds of belonging while also creating bonds of control and regimes of inequality.

Distributive: Dist:SOC; WCult:W

### **LATS 12 - Latinx Art and 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.

Distributive: Dist:ART; WCult:CI

### **LATS 20 - Latino/a Social Movements**

People of Latin American descent (aka “Latina/os,” or the gender neutral, more inclusive “Latinx”) have been at the forefront of a variety of social movements over the last century. In some cases, they have insinuated themselves into existing movements, while in others, they have built movements that uniquely speak to their concerns as soldiers and anti-war activists, undocumented residents, racial minorities, farm workers and/or perceived impediments to economic progress. Always, they have asserted their rights to protest. Frequently, they have taken these actions regardless of their citizenship status. This class charts the growth of these movements and anticipates the future of social protest and Latinx politics in the United States.

Distributive: Dist:SOC; WCult:W

### **LATS 21 - How Latinos are Transforming U.S. Politics**

Latino politics is one of the most complex areas of study in American politics. The Latino population is diverse, with generational status and national-origin being just two of many significant cleavages. The relationship between political institutions and the Latino population has evolved over time and still varies significantly across communities. While being attentive to these issues, this course provides an understanding of Latino political behavior and the representation of Latinos in federal and subnational policymaking. The first section of the course focuses on Latino public opinion, political participation, and voting behavior. The second focuses on the election of Latinos to public office and on how elected representatives interact with Latino constituencies. Lastly, we will look at Latinos within the larger context of American interracial relations.

### **LATS 25 - Race and Gender in American Film**

This course is an introduction to the history of race and gender in American film. These fundamental social

constructs in American life have been central to the development of American film narrative from the beginnings of cinema at the turn of the twentieth century. In turn, American films have profoundly shaped the ways that we think about race and gender and racialized and gendered beings. We will analyze the shifting and situational meanings of race and gender throughout the twentieth century, and in particular, how they have been influenced by the forces of history, including wars, economic depressions, and social movements. While we will focus our attention on Hollywood cinema of the “golden age”, the period from the 1920s-1960, we will also spend significant time considering American independent cinema and the post-classical period of filmmaking from the 1960s to the present. In our consideration of race and racialized peoples, we will include African Americans, Native Americans, Asian Americans and Latinos. Our discussions of gender will be expansive to include not just women and femininity, but men and masculinity as well.

Distributive: Dist:ART; WCult:W

#### **LATS 54 - Immigration Policy in the U.S.**

We will review the history of immigration in the U.S., immigration law, and how public policy has tried to control migrant flows and immigrant behavior. We will explore the root-causes immigration and the growth in the detention capacity of the Department of Homeland Security. Understanding those topics will lead us to question the meaning of illegality and citizenship and rethink recent policy innovation, such as Arizona’s SB1070, Deferred Action for Childhood Arrivals, and the DREAM Act.

Distributive: Dist:SOC; WCult:W

#### **LATS 70 - Race & Politics in the U.S.**

This class is about race in America. Race and ethnicity have played a large, but often ignored, role in American politics since the country’s founding. Thus, knowledge of racial and ethnic politics is necessary to fully understand contemporary American politics. In this course, we will explore what factors shape racial and ethnic identities, the development of racial attitudes, racial and ethnic minority groups’ participation in politics and representation in government. In addition, we will explore how American politics has differently affected various racial and ethnic groups through public policy.

Distributive: Dist:SOC

## **Linguistics**

#### **LING 11.13 - The Language-Music Connection**

Language and music are universal components of human experience, so integral that they are often considered part of what defines us as humans. While we treat them as distinct phenomena, the overlap between the two is

immense, structurally, neurologically, and culturally. Such connections have long been recognized, but recent research from diverse fields like linguistics, (ethno)musicology, cognitive psychology, anthropology, and neuroscience continues to reveal just how intertwined the two faculties are. Drawing on this body of research and our respective specialties, we explore the language-music connection from the basic ingredients (pitch, timbre, rhythm, syntax), to cultural expression, to evolution and origins. Running through the course is a hands-on case study of a West African xylophone tradition where language and music are so intimately related that they cannot be separated. Students will be taught by a master of the tradition, Mamadou Diabaté, to feel for themselves what it means to speak through an instrument.

Distributive: Dist:INT or ART; WCult:NW

#### **LING 48 - Accelerated Computational Linguistics**

The study of human language from a computational perspective. This accelerated course has programming background equivalent to that provided by COSC 1 as a prerequisite. This course will survey formal models for representing linguistic objects, and statistical approaches to learning from natural language data. We will pay attention to the use of computational techniques to understand the structure of language, as well as practical engineering applications like speech recognition and machine translation. Students will implement simple algorithms for several key tasks in language processing and learning.

Distributive: Dist:TAS

## **Middle Eastern Studies**

#### **MES 2.01 - 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

### **MES 2.02 - Introduction to the History of the Islamic Middle East**

This course is a survey of the histories and cultures of the Islamic Middle East, starting in the era before the advent of Islam in the 7th century until the eve of the 20th century. This class will begin with the regional and global contexts in which Islam emerged, examining the history of the Prophet Muhammad, the Qur'anic revelation, and the first community of believers. We will then look at the expansion of the "abode of Islam" over the course of several centuries, asking why so many people in so many different regions converted to Islam. We will also study philosophical, cultural, legal, political, and social trends in region now known as the Middle East and North Africa until the era of early European colonialism.

Distributive: Dist:INT or SOC; WCult:NW

### **MES 3.02 - Archaeology of the Middle East**

This course provides an introduction to the civilizations of the ancient Middle East and to the history of archaeological research in this important region. Encompassing the modern nations of Iraq, Iran, Syria, Turkey, Jordan, Lebanon and Israel/Palestine, the Near East saw the emergence of the world's first villages, cities, and empires, and is therefore central to our understanding of human history. Following an overview of its geography, this course offers a survey of Middle Eastern cultural development, art, and archaeology from the earliest evidence of human settlement around 13,000 BC to the conquest of the region by Alexander the Great. This course is not open to students who have received credit for ANTH 12.02 - Archaeology of the Ancient Near East

Distributive: Dist:SOC; WCult:NW

### **MES 4.01 - Energy and Society in the Middle East and North Africa**

This course focuses on the economic, political, social and cultural consequences of rapid development in the hydrocarbon states of the Middle East and North Africa: states whose development is highly dependent on access to the global economy for income from oil. The course aims to provide students with an understanding—from both a Social Science and a Humanities perspective—of how hydrocarbon-led development has dramatically changed the economic, political, and cultural life of what were previously tribal societies.

Distributive: Dist:INT; WCult:NW

### **MES 7.01 - Arab Revolutions: Dependency, Despotism and the Struggle for Democracy**

This course explores the long struggle of Arabs to build independent and democratic states. After long cycles of revolutions and repression, the Arab World still suffers from despotism and dependency, and its people still yearn and struggle for freedom and good governance. Why have Arab revolutions failed? Are Arabs condemned to live under tyranny or is there hope for those who seek democratic, accountable governments and rule of law? To answer this question, we will dig into the complex political and cultural realities of the Arab World. We will read about old and new Arab revolutions; from Prince Abdul-Qader's armed revolt in Algeria (1832---1847); Egypt's multiple revolutions (1882 and 1919); Lawrence of Arabia's Arab revolt (1914---1918); the bleak revolution of Palestine (1936), all the way to the Arab Spring of 2011 and its subsequent collapse into civil war and despotism. The readings cover these revolutions and the deep dynamics that shape Arab societies and states. As such, this course introduces students to the politics and culture of one of the most turbulent regions of our world.

Distributive: Dist:INT; WCult:NW

### **MES 7.02 - Arab Revolutions: Dependency, Despotism and the Struggle for Democracy**

This course explores the long struggle of Arabs to build independent and democratic states. After long cycles of revolutions and repression, the Arab World still suffers from despotism and dependency, and its people still yearn and struggle for freedom and good governance. Why have Arab revolutions failed? Are Arabs condemned to live under tyranny or is there hope for those who seek democratic, accountable governments and rule of law? To answer this question, we will dig into the complex political and cultural realities of the Arab World. We will read about old and new Arab revolutions; from Prince Abdul-Qader's armed revolt in Algeria (1832-1847); Egypt's multiple revolutions (1882 and 1919); Lawrence of Arabia's Arab revolt (1914-1918); the bleak revolution of Palestine (1936), all the way to the Arab Spring of 2011 and its subsequent collapse into civil war and despotism. The readings cover these revolutions and the deep dynamics that shape Arab societies and states. As such, this course introduces students to the politics and culture of one of the most turbulent regions of our world.

Distributive: Dist:INT; WCult:NW

### **MES 10.10 - 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

### **MES 12.04 - America and the Middle East**

The United States has played a major role in shaping the political, economic and cultural development of the Middle East. Oil, global security, Israel's survival, and promotion of democracy, all have drawn the US into the complex politics of the Middle East since the 1920s. This course introduces students to various aspects of this role and the reactions it triggered. It covers the role played by American missionaries and travelers/immigrants around the turn of the 20th century. It analyzes the transformative impact of the discovery of Oil, the establishment of the state of Israel, the Cold War, Turkey's integration into NATO and the US attempts to establish a security regime for the Middle East. It also examines how Americans viewed the Middle East and their role in its life. In addition, the course then takes the students in a *tour d'horizon* of US role in Middle East politics: its involvement in the Arab-Israeli Peace Process, its responses to Radical Islamism and 9/11, the invasion of Iraq and its consequences, the uneasy relationship with a changing Turkey, and its policy of "democracy promotion". It discusses the doctrines defining US role in the region since Truman until Obama's "disengagement". Combining academic books with novels and movies, this course should give students a rounded view of the role and lasting impact of the United States in one of the world's most turbulent regions.

Distributive: Dist:INT or SOC; WCult:NW

### **MES 16.03 - Discourse, Culture, and Identity In the Middle East**

This course introduces theories of identity, discourse, and communication, and illustrates how Asian and Middle Eastern cultures employ language to construct and reflect values, identities and institutions, to create relationships and project personal status, and to perform actions (such as ending a phone call, apologizing, paying compliments, and negotiating business deals). Particular attention will be

paid to the beliefs people hold about their languages and scripts. No prior knowledge of a particular language or culture is assumed. Open to all classes.

Distributive: Dist:INT or SOC; WCult:CI

### **MES 16.05 - Introduction to Arabic Culture**

This course will provide a broad introduction to the historical, literary, artistic, and popular cultures of the Middle East, from pre-and early Islamic times to the present. The aim of the course is to give students an appreciation of Arab and Arabo-Islamic culture, but also to examine ways in which prevailing historical, political, economic, and social conditions have impacted cultural production and expression in the Middle East. Sources and texts will include, but not be limited to, selections from the Quran, hadith, Arabic poetry and literature, historical chronicles, and film. Required for the FSP, major and minor.

Distributive: Dist:LIT; WCult:CI

### **MES 16.06 - Arab Cultures in the Americas**

*Arab Cultures in the Americas* aims to introduce students to both: the main sociopolitical issues that affect(ed) the Arab diaspora and the principle literary and cultural trends that emerged from them. This interdisciplinary course will draw on historical, anthropological, literary and cinematic sources to explore such literary trends as the Romanticism of *Adab al-Mahjar*, as well as such sociopolitical issues as "assimilation". Since this seminar covers an area that traverses five different linguistic spheres (Arabic, English, Spanish, Portuguese and French) and a time period of almost two centuries, it can neither be exhaustive nor comprehensive. The course will, instead, focus on a select number of countries and specific historical moments primarily in the twentieth century.

Distributive: Dist:INT or LIT; WCult:NW

### **MES 16.07 - The Arabian Nights East and West**

An introduction to Arabo-Islamic culture through its most accessible and popular exponent, *One Thousand and One Nights*. The course will take this masterpiece of world literature as the focal point for a multidisciplinary literary study. It will cover the genesis of the text from Indian and Mediterranean antecedents, its Arabic recensions, its reception in the West, and its influence on European literature. The course will be taught in English in its entirety. No prerequisites.

Distributive: Dist:INT or LIT; WCult:NW

### **MES 16.08 - 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

### **MES 16.22 - Arabic as a Cultural System**

Examines the historical and cultural factors and forces that have molded and continue to mold colloquial Moroccan Arabic. This course includes an appreciation of the nonverbal aspects—gestures and body language—of communication and identity in the Moroccan setting. It also offers a minimal functional mastery of practical communicative skills—the sound system, basic sentence patterns, and everyday vocabulary of colloquial Moroccan Arabic—as well as a knowledge of the Arabic script, a key element of Islamic civilization and identity.

Distributive: WCult:NW

### **MES 16.23 - Discovering an Islamic City**

This course analyzes the historical and contemporary urban life of a traditional Islamic city as seen through the eyes of the town's scholars, planners, educators, writers, and crafts people, as well as scholarly readings that have shaped discussions in anthropology, history, and the history of religions. Fez is the locus of classical discussions of urbanism, public space, and civic life in the Muslim world. Participating in the life of the city, students have an opportunity to experience first hand its educational, economic, religious, kinship, and political institutions.

Distributive: Dist:SOC; WCult:NW

### **MES 16.31 - Palestinian Literature and Cinema**

This course explores various aspects of Palestinian existence through literature and cinema. What does it mean to be “Palestinian”? What unifies a cultural output produced not only in Arabic, but also in Hebrew and English, by people who carry a variety of citizenships (or none at all)? How have Palestinian authors and filmmakers grappled with issues such as collective identity, the “Other,” and internal social problems? How have these issues influenced their use of literature and film as art forms?

Distributive: Dist:LIT; WCult:NW

### **MES 16.32 - Themes in Arabic Literature and Culture**

Arabic literature is widely regarded as the foremost intellectual and artistic accomplishment of the Arabs. In the course of over fourteen centuries of vigorous literary activity, Arab poets and writers have elaborated a set of themes that inform Arabo-Islamic culture in profound ways. Offerings of this course might range from the examination of a particular theme to broader comparative studies.

Courses numbered 61 - 63 are literature-in-translation courses, and do not require knowledge of the Arabic language. There are no prerequisites and courses are open to students of all classes. They may be repeated for credit if the topic varies.

### **MES 16.35 - Modern Arabic Literature in Translation: Narrating Tradition, Change and Identity**

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

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

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

Distributive: Dist:LIT; WCult:NW

### **MES 16.36 - Rogues, Riddlers, Lovers, Liars: Love and Death in the Mediterranean**

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

Distributive: Dist:LIT; WCult:NW

### **MES 17.10 - Topics in the Study of Islam**

This course will focus on a particular topic in Islamic studies, with an emphasis on the most recent research in that field. The topic will vary with each offering, so the course may be taken more than once. Sample topics include: "The Islam of Morocco," "Shi'ism," and "Problems in Popular Islam."

Distributive: Dist:TMV; WCult:NW

### **MES 19.03 - Arab Feminisms**

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

Distributive: Dist:INT or LIT; WCult:NW

### **MES 81.01 - 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

### **MES 81.02 - The New Arabic Novel**

In this seminar, we will read Arabic novels in translation published across the Middle East during the past decade. How have the authors of these texts grappled with recent transformations in post-9/11 Arab society, such as globalization, terrorism, gender relations, and war? How have old themes—including the clash between tradition and modernity, East-West relations, and the Israeli-Palestinian conflict—become renewed for the contemporary era? We will examine exciting recent novels from Egypt, Saudi Arabia, Iraq, Libya, Lebanon, and Palestine to answer these questions. This course has no prerequisites but familiarity with the history of the Middle East in the twentieth century and trends in contemporary Arabic prose during this period would be helpful.

Distributive: Dist:LIT; WCult:NW

### **MES 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

## **Music**

### **MUS 3.02 - American Music: Covers, Theft, and Musical Borrowing**

Nearly every genre of American music is marked by its re-invention, adaptation, or outright theft of music from other cultures. We will study a wide cross-section of American music from 1890–2018 through the prism of musical borrowing. Our perspective includes songwriters, composers, and sound artists in rap, pop, rock, jazz, film, and art music. Readings on the aesthetics of cover songs, quotations, and plunderphonics will inform our engagement with American music and its sources.

Distributive: Dist:ART; WCult:W

### **MUS 17.06 - The Language-Music Connection**

Language and music are universal components of human experience, so integral that they are often considered part of what defines us as humans. While we treat them as distinct phenomena, the overlap between the two is immense, structurally, neurologically, and culturally. Such connections have long been recognized, but recent research from diverse fields like linguistics, (ethno)musicology, cognitive psychology, anthropology, and neuroscience continues to reveal just how intertwined the two faculties are. Drawing on this body of research and our respective specialties, we explore the language-music connection from the basic ingredients (pitch, timbre, rhythm, syntax), to cultural expression, to evolution and origins. Running through the course is a hands-on case study of a West African xylophone tradition where language and music are so intimately related that they cannot be separated. Students will be taught by a master of the tradition, Mamadou Diabaté, to feel for themselves what it means to speak through an instrument.

Distributive: Dist:INT or ART; WCult:NW

### **MUS 41 - Musical Innovators**

These seminars are devoted to musical innovators whose work changed the trajectory of their art form. Focusing on an individual artist or movement, each course will unfold the origin, development, diffusion, and lasting influence of new musical thinking. Through reading, listening, and creative projects, this seminar brings students into dialogue with the artistic process and historical environment of a specific composer, performer, sound artist, or thinker whose work altered the future of music.

Distributive: Dist:ART; WCult:W

**MUS 41.01 - Debussy the Innovator**

Debussy's music acted as a fulcrum between the 19th and 20th centuries, and remains an active influence on contemporary musicians. To mark the centennial of his death in 1918, this course investigates the composer's innovative approach to harmony, color, rhythm, and form. Through analytic and creative projects, we connect Debussy's instrumental and vocal music to concurrent movements in literature, painting, and politics. We gauge his profound influence on modernism, post-modernism, jazz, film scoring, and the music of today. Reading primary sources will shed light on his complex personal life and alter-identity as Monsieur Croche. The course culminates in a study of Debussy as performer, investigating his own 1913 recordings on the Welte-Mignon reproducing piano.

Distributive: Dist:ART; WCult:W

**MUS 42 - From Plato's Republic to Mozart's Magic Flute (Early Classical Music)**

This course introduces students to the composers, repertoires, and cultures of early Western music from ancient civilizations to ca. 1800. By examining a wide selection of instrumental and vocal genres, we will reflect on critical issues of history, repertoire, virtuosity, class, religion, nationalism, exoticism, censorship, and humor. Among the composers we will study are Comtessa de Dia, Hildegard de Bingen, Dufay, Josquin, Palestrina, Monteverdi, Pachelbel, Corelli, Purcell, Strozzi, J.S. Bach, Handel, Haydn, and Mozart.

Distributive: Dist:ART; WCult:W

**MUS 43 - From the French Revolution to The (R)evolution of Steve Jobs (Modern Classical Music)**

This course introduces students to the composers, repertoires, and cultures of Western music from ca. 1800 to the present day. We will further consider how political revolutions in Europe and the Americas created globalizing forces that destabilized the very definability of Westernness (and of music) over these past two centuries. Some of the composers we will study are Beethoven, Schubert, Chopin, Berlioz, Wagner, Verdi, Mahler, Debussy, Shostakovich, Copland, Glass, John Williams, and Lin-Manuel Miranda.

Distributive: Dist:ART; WCult:W

**MUS 45.09 - Music and the Racial Imagination**

This course investigates how the construction, imagination, and lived experience of race has influenced musical production, reception, and analysis. We begin by addressing the history of the concept of race, then turn to a series of musical case studies that variously articulate music's relationship to the construction and negotiation of racial categories. Topics are primarily drawn from the U.S.

and include: Asian American hip hop; the "race record" industry; country music and "whiteness," amongst others.

Distributive: Dist:ART; WCult:NW

**MUS 59 - Ensemble Performance and Leadership**

Students participating in Hopkins Center music ensembles may enroll in this three-term course to develop additional knowledge and skills in ensemble performance, music history and theory, and organization. Students will work with their ensemble director to create an individual portfolio consisting of musicianship topics taken over three terms of ensemble study (see assessment below). The final grade will be based on demonstrated individual achievement in the chosen topics and in a final project or performance.

**MUS 59.11 - Barbary Coast Jazz Ensemble**

This topic is for Ensemble Performance and Leadership for students in the Barbary Coast Jazz Ensemble.

**MUS 59.12 - Barbary Coast Jazz Ensemble**

This topic is for Ensemble Performance and Leadership for students in the Barbary Coast Jazz Ensemble.

**MUS 59.13 - Barbary Coast Jazz Ensemble**

This topic is for Ensemble Performance and Leadership for students in the Barbary Coast Jazz Ensemble.

Distributive: Dist:ART

**MUS 59.21 - Dartmouth College Glee Club**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Glee Club.

**MUS 59.22 - Dartmouth College Glee Club**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Glee Club.

**MUS 59.23 - Dartmouth College Glee Club**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Glee Club.

Distributive: Dist:ART

**MUS 59.31 - Dartmouth College Gospel Choir**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Gospel Choir.

**MUS 59.32 - Dartmouth College Gospel Choir**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Gospel Choir.

**MUS 59.33 - Dartmouth College Gospel Choir**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Gospel Choir.

Distributive: Dist:ART

**MUS 59.41 - Handel Society of Dartmouth College**

This topic is for Ensemble Performance and Leadership for students in the Handel Society of Dartmouth College.

**MUS 59.42 - Handel Society of Dartmouth College**

This topic is for Ensemble Performance and Leadership for students in the Handel Society of Dartmouth College.

**MUS 59.43 - Handel Society of Dartmouth College**

This topic is for Ensemble Performance and Leadership for students in the Handel Society of Dartmouth College.

Distributive: Dist:ART

**MUS 59.51 - Dartmouth Symphony Orchestra**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth Symphony Orchestra.

**MUS 59.52 - Dartmouth Symphony Orchestra**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth Symphony Orchestra.

**MUS 59.53 - Dartmouth Symphony Orchestra**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth Symphony Orchestra.

Distributive: Dist:ART

**MUS 59.61 - Dartmouth College Wind Ensemble**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Wind Ensemble.

**MUS 59.62 - Dartmouth College Wind Ensemble**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Wind Ensemble.

**MUS 59.63 - Dartmouth College Wind Ensemble**

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Wind Ensemble.

Distributive: Dist:ART

**MUS 99 - Proseminar**

In this advanced seminar for junior and senior music majors, students will apply the knowledge they have acquired throughout their Dartmouth education. Instructors may choose to organize the proseminar around a broad theme (e.g., music & gender, music & politics, etc.). We will welcome guest lectures by various music faculty and visiting experts. A supplemental component (trip or symposium outside normal class hours) will simultaneously fulfill the requirements of the Music Major Culminating Experience.

Distributive: Dist:ART

**Native American Studies Program****NAS 13 - Feast and Forest**

This class explores the interrelated social, cultural and political dimensions of Indigenous food systems, notions of kinship, and associated land-based practices. Work in this class will link the politics of Indigenous land and resource rights with the sociality of farming, hunting, gathering, feasting and other food traditions. We will contemplate and engage various elements of Indigenous food systems and health from subsistence food traditions to government commodity foods to urban Native American food movements. Food provides a space where many concepts from Native American Studies converge including food sovereignty, interspecies thinking, land-language linkages, health disparities, Indigenous environmental ethics and Indigenous community resurgence. In this class, we will focus on experiential forms of learning and our time will be organized as weekly field excursions where we learn directly from Indigenous communities, directly from the land, and learn by doing. Nine weeks of hands-on activities will culminate by hosting a fall feast on campus.

Distributive: Dist:TMV; WCult:CI

**NAS 16 - 20th Century Native American History**

Serving as the final course in a three-quarter survey of Native American history, this class reviews Native history from the late 19th century to the present, focusing on the interplay between large institutions and structures – such as federal and state governments, or the US legal system – and the lived, local experience of tribal communities. The major themes followed throughout the course of the term include: historical narrative (and what it justifies or explains), place and space (how local and national entities define territories), and indigeneity (indigenous identity).

Distributive: Dist:SOC; WCult:NW

**NAS 30.16 - Re-Mapping Tribal Narratives**

This course will review works of American Indian Literature, and selected themes associated with American Indian Studies, as interpretive “storyscapes” to be re-read, re-mapped, and re-sourced with the use of digital technology tools such as ArcGIS, QGIS, or Storymap. To that end, students will be required to produce interpretive digital maps and/or graphs from a variety of textual, graphic, narrative, descriptive and interpretive media, and to imaginatively map patterns, themes, critical terms and cultural motifs related to sites of representation in American Indian Literature and American Indian Studies.

Distributive: Dist:LIT; WCult:NW

**NAS 51 - Pan-Indianism in American History**

This course provides the history of pan-Indian movements in Indigenous North America from 1680 to the present. In the current era of self-determination, tribal sovereignty, and Indigenous nationhood, we perhaps sometimes forget that pan-Indian movements have played a significant part in the history and experiences of Native peoples of North America. We will explore the many ways in which Native peoples have aligned themselves with other tribal nations religious, military, educational, economic, and environmental movements, in the process cutting across linguistic, cultural, religious, and national lines. Indigenous North Americans have deployed pan-Indianism as a strategy to confront both international such as colonialism and the struggles for control of contested Borderlands, and more regional and localized forces. Taken in its entirety, understanding pan-Indianism is essential to understanding the history of Native North America.

**NAS 56 - Indigenous North American Borderlands**

This course focuses on the histories of Indigenous peoples in the borderlands of North America across time in both geographic and thematic contexts. Viewing Native America as an incredibly complex series of borderlands is a useful interpretive model for better understanding the history of Native peoples. Lectures, readings, and class discussion will focus on elements such as cultural contact, conquest and colonialism, missionization, citizenship, gender, and nation. While exploring these various themes, we will touch on some familiar territory such as frontiers and middle grounds, but we will also question our own personal, and often, region-based expertise in order to unpack a more nuanced view of Indigenous borderlands and their significance.

Distributive: Dist:INT or SOC; WCult:NW

**Philosophy****PHIL 23.03 - Art and Its Nature**

What is the nature of art? Can 'art' be defined, or do attempts at definition illegitimately constrain creative innovation in the arts? What sorts of things are paintings, songs, or works of literature? How are they related to things such as colored canvases, scores, the cultural context, artists, and audiences? Are there important differences in kind among arts like painting, literature, and music? This course will investigate these and other questions about the definition and ontology of art.

Distributive: Dist:ART

**PHIL 31.07 - The Social World**

Our world is rife with social entities such as money, states, clubs, and corporations. But what are these things? They seem as real as trees or mountains, yet at least some seem to be constructed by our beliefs and practices in ways that

other physical things are not. This course explores questions about what social objects and social groups are, how they differ from natural objects, and how we can acquire knowledge of them.

Distributive: Dist:TMV

**PHIL 31.08 - Puzzles of the Material World**

The world around us seems to be populated with familiar objects of all sorts: plants and animals, tables and chairs, rivers and mountains. Yet a range of puzzles and paradoxes have been raised to do with the vagueness of ordinary objects, their relationship to the matter that makes them up, and the apparent rivalry between scientific and everyday descriptions of the world. Might ordinary objects be an illusion? What does the material world truly contain? Can we save our common-sense view of the world?

Distributive: Dist:TMV

**PHIL 38.01 - Equality, Justice, and Democracy**

What is the nature of equality? How much does equality matter in ethics and politics? And why (if at all) does equality matter in the first place? This course concerns these and related questions about the role of equality in evaluating the social and political world. One of our central concerns will be how equality relates to other (purportedly important) ethical and political values, including justice, democracy, and freedom.

Distributive: Dist:TMV

**PHIL 45.02 - God, Belief, and Evil**

God is supposed to be a perfect being: all-knowing, all-powerful, and perfectly good. Famously, there are 'proofs' of God's existence, and 'proofs' to show the opposite.

What

should we think? This class explores the question of God's nature and existence, and what it means for human belief and action. What are the divine attributes? How strong are the arguments for or against God's existence? Can religious belief be rational? How could a perfect God permit evil? Can there be morality without God?

**PHIL 50.28 - Philosophy of Time**

In this seminar we will explore the nature of time and temporal phenomena. Topics include: Does time pass? Do the past and future exist? What light does special relativity shed on the nature of the present? Is an object fully present at a time, or only a temporal part of it? What explains the temporal asymmetries of our experience? Could the world be fundamentally non-temporal?

Distributive: Dist:TMV

**PHIL 50.30 - Freedom of Expression**

What does it mean to express oneself? Are there special reasons not to limit people's freedom of expression? If protecting freedom of expression is profoundly important,

does this mean that even hate speech (for example) must be protected? What limits can there be? These are some of the questions we will take up in this class. The first part of the course will study foundational questions about the nature and value of freedom of expression. The second part of the course will then examine specific topics including obscenity, pornography, hate speech, privacy, and corporate speech. We will conclude with a critical discussion of several recent Supreme Court decisions on freedom of expression.

Distributive: Dist:TMV

## Psychological and Brain Sciences

### PSYC 15 - Impact Design

Impact Design is a project-based course in which students work in teams to design user experiences that have impact in the real-world. Impact Design is a new field that merges multiple areas of study: The psychology and neuroscience of emotional impact. (What does it mean to be moved by an experience? How and why does emotion increase learning and attention?); User experience design for delight. (How might a designer or developer create an experience that has emotional impact?); Qualitative and Quantitative metrics of success (How can we measure impact?).

Distributive: Dist:TMV

### PSYC 50.02 - Decision Making: Linking Behavior to Brain

In this course we examine decision making from both behavioral and neurobiological points of view. Specifically, we learn about different methods used in psychology and neuroscience (e.g. operant conditioning, signal detection theory, reinforcement learning) to study decision making at various levels, from cognitive processes to underpinning neural activity. We also learn about the notion of rationality and heuristics in decision making (e.g. why do we show risk aversion?). Overall, this course introduces students to specific topics in behavioral psychology, neurobiology, system and computational neuroscience, and economics.

Distributive: Dist:SCI

### PSYC 50.07 - Exotic Sensory Systems

Humans have 5 special senses (vision, hearing, touch, taste and smell) and a variety of 'internal senses' that provide information about the state of our body and internal organs. However, some animals possess senses that are unlike anything that humans can experience. Examples include echolocation, celestial and geomagnetic navigational systems, and bioelectricity. This course explores the discovery and operation of these 'exotic' senses, highlighting both the similarities and differences with our own more familiar sensory modalities.

Distributive: Dist:SCI

### PSYC 52.05 - Science and Pseudoscience in the Study of Human Behavior

Do you only use 10% of your brain? Is low self-esteem a major cause of psychological problems? Does a positive attitude stave off cancer? Despite, in many cases, evidence to the contrary, many of us believe in ideas and statements about human behavior that influence our actions and relationships. Many of these ill-conceived beliefs have come to us through popular culture, media outlets, our friends and our, often faulty, intuition. This is a course dedicated to identifying many of these "psychomyths" and learning how to recognize pseudoscientific beliefs from those that are evidence-based.

Distributive: Dist:SOC

### PSYC 81.11 - Real-World Scene Perception

We experience our visual environment as a seamless, immersive panorama. Yet, each view of this environment is discrete and fleeting, separated by expansive eye movements and discontinuous views of our surroundings. How does the brain build a unified representation of an immersive, real-world visual environment? This course will discuss the scientific literature of real-world visual scene understanding. The topics we will cover in this course cut across human, animal, and computational studies, addressing questions such as: What are the circuits and mechanisms that enable the recognition of a visual scene from just one glance? How are the representational dimensions of visual scenes mapped onto the surface of the brain? How can our understanding of human scene perception guide machine vision systems?

### PSYC 87.02 - Genes, Evolution, and Behavior

In this course, we will examine how genetic methodologies and evolutionary theory have been used to explain the nature and origins of individual differences in behavior and its underlying neural mechanisms. Ranging from genetic association studies in humans to transgenic techniques with animals, these methods have provided both answers and questions about how heredity and environmental influences impact various traits. Students will have the opportunity to explore a particular topic of their choosing in greater depth.

### PSYC 89.02 - Honors Psychology Research II

Psychology Honors students register for PSYC 89.02 as their second term of honors research. Students are awarded one course credit for successful completion of this course once they complete the Psychology Honors Program requirements, generally at the end of the spring term. Students register for this course after PSYC 89.01. Students register for only two terms, though honors research coursework extends over three terms. A final grade will replace the "ON" for both PSYC 89.01 and this

course upon completion of the Psychology Honors Program requirements.

### **PSYC 91.02 - Honors Neuroscience Research II**

Neuroscience Honors students register for PSYC 91.02 as their second term of honors research. Students are awarded one course credit for successful completion of this course once they complete the Neuroscience Honors Program requirements, generally at the end of the spring term. Students register for this course after PSYC 91.01. Students register for only two terms, though honors research coursework extends over three terms. A final grade will replace the “ON” for both PSYC 91.01 and this course upon completion of the Neuroscience Honors Program requirements. See full course description listed with PSYC 91.01 and the Neuroscience Honors program description for more details.

## **Religion**

### **REL 19.19 - Religion and Technology**

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

Distributive: Dist:TMV

### **REL 19.27 - Female Saints and ‘Feminine’ Spirituality**

The Apostle Paul famously declared to the Galatians that “there is neither male nor female... in Christ Jesus,” (Gal. 3:28). Men, however, came to dominate the Christian ecclesiastical scene despite the apparent position taken by Jesus and Paul on female spiritual leaders and role models. Yet women continued, and continue, to play key and important roles in the development of Christian identity despite the apparent suppression of their voices. In this course, we consider major female saints and spiritual innovators in the late antique and medieval Latin West. We will read and discuss figures such as Tecla, Perpetua and Felicitas, Radegund, Duodha, Hildegard of Bingen, Clare of Assisi, Christina the Astonishing, Mechthild of Magdeburg, and Marguerite Porete.

Distributive: Dist:TMV; WCult:CI

### **REL 19.28 - Material Religion**

This class is an exploration. What we will explore is wide-ranging: materials, objects, spaces, media and various art forms, to name a few. We will seek to explore the way these ‘things’ interact with humans in their processes of creation, interpretation and (re)definition of the religious, the sacred, the natural and supernatural, the holy, the profane, the secular, the immaterial, transcendent, and other spheres. The course proposes and expects that students observe relations between objects and humans in new and often radically different ways in order to experience, appreciate, and/or understand the multiple and multiplying phenomena that come to constitute the “religious” within contemporary cultures. Open to all.

Distributive: Dist:TMV

### **REL 20.01 - Classic Works in the Study of Religion**

In this course we will read the works of a number of the “greats”—Tylor, Durkheim, Freud, Weber, among others—who shaped the modern, scholarly study of religion. We will also read critical literature on their work. The course is designed to give students a grounding in the methods and approaches taken for granted in the field of the study of religion. Open to sophomores, juniors, and seniors.

Distributive: Dist:TMV

### **REL 21 - Religion and Western Thought**

To what extent has religion been a shaping factor in the West’s development and can it be clearly distinguished from wider philosophical, sociological, and political trends? Students will begin to develop expertise in the study of religion and in theoretical literature addressing various questions and concerns raised by thinkers in the West in various historical periods. Open to all classes.

Distributive: Dist:TMV; WCult:W

### **REL 28.05 - Shī‘ī Islam**

This course will explore the history, doctrines, and practices of Shī‘ī Islam, focusing on the Twelver Shī‘ī faith in particular. The Twelvers are the largest of today’s three Shī‘ī faiths and comprise the majority of modern Iran’s population, majorities in a number of Arab countries, and substantial minorities in others such as in India and Pakistan. Translated materials will be offered to allow students direct access to key Shī‘ī writings composed over the centuries. The issue of sectarianism conflict in Sunnī/Shī‘ī history will be one of the course’s subthemes.

Distributive: Dist:TMV; WCult:NW

**REL 29 - Modern Religion**

Religion is a decisive force that shapes politics, culture, values, and everyday life. Courses taught in the Modern Religion rubric will focus on the distinctive features of religion as it shapes, and is shaped by, the world in which we live. Open to all.

Distributive: Dist:TMV; WCult:W

**REL 29.02 - Religion in Modern Europe**

The course covers a broad range of theoretical and empirical issues related to religion and religiosity in modern Europe. It draws on a diverse body of literature and it explores various facets of religion's role in European societies. In discussing region-specific developments, this course will also familiarize students with recent trends in the anthropology and sociology of religion, such as: materiality, conversion, transnationalism, and anthropology of Christianity. Readings will combine secondary literature with primary sources. Open to all.

Distributive: Dist:TMV

**REL 41.03 - The Struggle for Liberation: Women, Monasticism, and Buddhism**

This course will examine the relationship between women, monasticism, and Buddhism through an interdisciplinary and transnational perspective. We will begin in ancient India by examining the founding of the Order of Nuns; the monastic lives, spiritual poetry, and struggles of early Buddhist nuns; and the decline and death of the nuns' order in India. Then we'll move on to explore a wide range of topics from throughout the Buddhist world—such as the economic and political power of the nuns' order in parts of East Asia; the death of the nuns' order and the phenomenon of low-status “unofficial” nuns throughout much of Southeast Asia; the power of yoginis and other non-monastic spiritual roles for women in Tibet; the increasing phenomenon of Western nuns; and the feminist possibilities (or impossibilities) inherent in Buddhist doctrine. The term will conclude with a sustained look at the contemporary global movement to re-establish the valid ordination lineage for nuns throughout the world—a movement in which the voices arguing “for” and “against” are not always what one might presume them to be.

Distributive: Dist:INT; WCult:NW

**REL 41.04 - Buddhist Meditation Theory**

The Buddhist theory of meditation was first articulated 2,500 years ago and has since been adapted to numerous cultural contexts in Asia and the West. This course offers a survey of the three traditional religious frameworks for meditation practice, but also pays some attention to the secularized applications of mindfulness techniques in modern society and to the current status of scientific studies on the effects of those techniques. The course primarily concerns theoretical questions and controversies

surrounding Buddhist meditation, but students will get the chance to experiment with secular mindfulness techniques outside of class and to attend a field trip to a local Buddhist temple. Open to all.

Distributive: Dist:TMV; WCult:NW

**REL 50 - Talking to the Dead**

This course introduces students to religious encounters with immaterial human subjects in North American history. In seminar format, we will examine religious subjects performing ritual engagement with human beings across time and space for familial, social, and even political purposes. Students will become familiar with various “Spiritual” traditions in North American religious history, focusing on the complex categories and identities of race and gender in both the living and deceased religious subjects they engage. Open to all.

Distributive: Dist:TMV; WCult:CI

**REL 74.15 - African Religions, Health, and Healing Traditions**

This seminar examines the complex interaction of African, Christian, Muslim, and Western medical traditions in the understanding of, diagnosis of, and healing of illnesses within African societies. This is a capstone course for the AAAS major and minor and will include a major term paper. Cases will be drawn from anthropological, comparative religious, historical, literary, and artistic perspectives.

Distributive: Dist:INT or TMV; WCult:NW

**REL 74.16 - Revolutionary Imagination: Religion, Modernity, and the Otherwise**

In this course, students work together to reckon with our dystopic present—and to build a dynamic toolkit for imagining and realizing more livable futures. To do so, we capacitate a vibrant understanding of religion (in theory and method) and examine the potentialities that this approach to religion opens in emergent movements for social change. Through interdisciplinary coursework and ethnographic research, this course trains students to study and practice everyday life towards futures otherwise. Open to all.

Distributive: Dist:TMV

**Russian Language and Literature****RUSS 38.06 - Nothing is True and Everything is Possible: Politics, Media, and Religion in Post-Soviet Russia**

In 1987, the Soviet Union was the largest political entity on the planet. Four years later, it had vanished from the map entirely. In this interdisciplinary course, you will learn about the ‘new Russia’ that has emerged in the three

decades since that stunning collapse. Drawing on a wide variety of resources in English translation—from Russian films and novels to YouTube videos and social media posts—you will navigate the diverse technologies and media products that are helping to shape contemporary Russian identity. You will explore, for example, the ‘violent entrepreneurship’ of oil oligarchs, the cynicism of state-funded television propagandists, and the avant-garde theatrics of Moscow’s feminist dissidents. Your study of Putin’s Russia should also allow us to discuss some of the most pressing questions facing citizens in a democracy today: What is the nature of truth in the digital age? How do content creators and media consumers determine what is credible? What factors and forces are shaping the messages we consume through our televisions, tablets, and smartphones, and how can we learn to critically evaluate these messages in order to lead better lives?

Distributive: Dist:LIT; WCult:W

### **RUSS 38.10 - The Conspiratorial Imagination in Literature and Lore**

Can we tell truth from fiction? Do our primary truth telling and reality constructing vehicles – narrative and hermeneutics – exist so that we can or can’t? In this course, we will explore two national traditions that have historically offered diametrically opposing portraits of reality: the Anglo-American and the Russian. Likewise, the object of our investigation is two-fold: conspiracy narratives and conspiracy theories. Are conspiracy theories, originally an oral genre with roots in rumor, a species of folklore? Can the same be said of conspiracies, which are hatched in whispers? Which generic features, tropes, and narrative strategies do conspiracy theories and narratives have in common, and where do they diverge? Do there exist formal bases by which we can meaningfully and credibly distinguish a conspiracy narrative from a conspiracy theory, or only with reference to an externally verifiable reality? If the latter, how do we reckon with the narrative construction of reality? Finally, we ask, are post-modernist paradigms that posit the virtual replacement of reality by simulacra veracious descriptions of reality or do they function as conspiracy theories in their own right?

Distributive: Dist:LIT; WCult:W

## **Sociology**

### **SOCY 49.09 - Critical Political Economy**

Political economy was formulated as a central field of research since the 19th century, designed to comprehend both fields - politics and economics - and how they interact, at the local, regional and global level. Since the 2008 financial crisis it became a very popular field of research, highlighting varied and opposed theoretical approaches. The course will focus on critical perspectives to political economy, including a. class conflict, race and ethnic relations and the world system; b. state institutions

and their relation to civil society, capital and labor organizations; and c. late developments of the neoliberal economy, the social and economic implications of inequality, and global protests of the 99%.

Distributive: Dist:SOC

### **SOCY 49.18 - Third World Revolutions**

This course presents a comparative analysis of the three major revolutions of the latter part of the twentieth century: Iran, Nicaragua, and the Philippines. The course begins with a discussion of major theories of revolutions, including works that focus on class analysis, ideological conflicts, and the state. In the second half of the term, the course explores the revolutions in Iran, Nicaragua, and the Philippines, focusing on the causes of the conflicts, the revolutionary processes, and their alternative outcomes: Islamic fundamentalism in Iran, revolutionary socialism in Nicaragua, and the restoration of liberal democracy in the Philippines. The latter part of the course relies on documentary films that contain actual footages of the revolutionary struggles and their outcomes in the three countries.

Distributive: Dist:INT or SOC; WCult:NW

### **SOCY 53 - Power, Politics and the State**

Is America in crisis? The nation is more deeply divided politically, economically, and ideologically than it has been for generations. Washington is in gridlock. Inequality and poverty have been rising. People have become polarized over racial, religious and social issues. Some say the politics of identity and self-interest have been unleashed at the expense of the nation’s general welfare. Some disagree. This course explores these issues. It examines how political, economic and ideological power has been mobilized recently in the United States and with what consequences, including the conservative shift in American politics, the 2008 financial crisis, the election of Donald Trump, and possibly the decline of the United States as the world’s superpower. The course draws on scholarly work in sociology, political science and economics.

Distributive: Dist:SOC; WCult:W

### **SOCY 79.08 - Nationalism and the Radical Right**

This course will introduce you to recent social science contributions to the subject of neo-nationalism and radical right-wing activism. Beginning with terminology, historical context and methodological approaches, we will proceed to an analysis of recent socio-political developments, focusing on the interrelationship between radical right-wing activism and other social phenomena. We will interrogate the reasons behind the appeal of the far right, inquiring into various socio-economic contexts, the role of historical narratives in shaping far-right activism, and the “mainstreaming” of far-right ideas. An overarching

question for all these discussions will be that of the agency and motivations of the actors involved.

We will draw cases from numerous contexts around the world and will reflect on similar developments on the political left. The course will allow for discussion of the most recent developments, as experienced by class attendees and reported by mass media. Finally, we will discuss ethical aspects of studying right-wing (and, for that matter, any political) radicalism.

Distributive: Dist:INT or SOC; WCult:CI

## Spanish and Portuguese Languages and Literatures

### **SPAN 40.09 - The Shock of the Metropolis: America in the works of Lorca, Buñuel, and Dalí**

This course will explore the work of three major Spanish artists: the poet and playwright Federico García Lorca (1898-1936), the film director Luis Buñuel (1900-1983), and the painter and writer Salvador Dalí (1904-1989) in their relationship with the United States, in particular with the city of New York. It will examine the cultural dialogue among painting, literature and film during a foundational moment of the modernist and avant-garde period in Europe and America. Our course examines the relationship of these artists from an interdisciplinary perspective, paying special attention to the influence exerted by the United States on Dalí, Lorca and Buñuel's work, and conversely to their legacy in American culture and society.

Distributive: Dist:LIT; WCult:W

### **SPAN 40.10 - Marginality and Novelistic Discourse in Early Modernity**

In this course we will explore the role of marginality in the configuration of the novelistic discourse in Early Modernity. Rather than assume that marginality implies social outcasts exclusively, we will work with a broader concept. Adventurers, religious minorities (such as witches, hermits, *moriscos* or renegades), rogues, or even children of wealthy families, drawn by the titillating charm of living dangerously, are the aesthetic substance of these novels. They articulate an aesthetic which embraces not only those characters that forge their identity in the fringes of society, but every day social types. Through the lens of marginality, and departing from some early examples, students will read and analyze a set of novels written in this period by canonical authors (Fernando de Rojas, Miguel de Cervantes, Lope de Vega, Francisco de Quevedo, María de Zayas, or Mateo Alemán) but also anonymous works such as *La doncella Teodor* or *El abencerraje y la hermosa Jarifa*.

Distributive: Dist:LIT; WCult:W

### **SPAN 43.05 - Drawn to Resist: The Latin American Comics**

Cartoons and comics have played important roles in the political and social processes of Latin America for more than a century. This course is designed as a workshop, where students will approach the world of comics from a historical and practical point of view. It will cover the most significant periods of Latin American comics tradition. By the end of the class, the student will be able to deploy a range of different methods for analyzing comics, including formal technique, genre, authorship, and intertextual analysis. The professor will also guide the students into a unique experience of personal exploration on how comics tell stories through words and images (no drawing skills are required). Works by Caloi, Fontanarrosa, Maitena, Montt, Oesterheld, Quino, Rius, etc.

Distributive: Dist:ART; WCult:NW

### **SPAN 43.06 - Tango Argentino: Music, Dance, Poetry, Community**

Since its birth the Argentine tango continues to be a complex art form with popular roots and international reach beyond the Southern Cone. The tango has stood the test of time as a form of popular culture that many consider a lifestyle, a religion, and a worldview. Since it is at once a type of music, a dance, a distinctive type of poetry and a community (social dance or milonga), the tango requires a variety of disciplines to interpret it. This course will provide students with tools to understand tango as music, poetry, dance, language (lunfardo), and melodrama, from the 19th century to its current state of political resistance and globalized commodification. The course will have an experiential component to allow space for listening to the music and learning basic tango salón footwork with invited guests.

Distributive: Dist:ART; WCult:NW

### **SPAN 50.04 - Let's not talk about it. Eroticism in Modern Spain**

Erotic literature in Spain has often been dismissed as inferior, offensive and taboo. However, many of these materials circulated clandestinely and found their way to underground publications. By exploring literary works, engravings, photographs, and films, this course intends to concentrate on the erotic nature of a number of Spanish cultural works starting from the 18th to the mid-20th century in which the obscene, the pornographic and the erotic serve as platform to discuss other issues such as gender politics, gendered relations, Iberian humor, social marginalization, race, identity, and the concept of Spanishness.

Distributive: Dist:LIT; WCult:W

**SPAN 55.10 - Mexican Utopias: 19th and 20th Century Socialist Literature and Thought**

This course explores the images of otherworldly places, perfect communities and future societies in Mexican culture. We will focus on how the utopian imagination entered into relation with science and socialism throughout the 19th and early 20th centuries. Through the reading of early science fiction works and socialist utopias by Mexican artists, we will discuss the impact of "utopian" thinkers (Saint Simon, Fourier, Owen) and scientific discourses (astronomy, medicine, hypnotism) on Mexican literature.

Distributive: Dist:LIT; WCult:NW

**SPAN 60.03 - 500 Years of Racism: Representations of Race, Ethnicity and Culture in Spanish American Lit**

This course will discuss the aesthetic projects and the ideological suggestions stemming from a long history of representations of race, ethnicity, and culture in Spanish American literature. A focus will be on those fueling the constitution of colonial and neo-colonial projects, and those reshaping decolonization and national identities. Particular attention will be given to bigoted images upon the "subaltern" other, from notions of a lesser humanity and condescendence to thoughts for marginalization, oppression and open racism. Cases of genuine understanding and integration of the other will be scrutinized as well. Materials for this class include selections from Columbus, Cortés, Guamán Poma, Las Casas, Garcilaso, Lunarejo, Avellaneda, Villaverde, Mansilla, Albújar, Matto, Sarmiento, Vasconcelos, Guillén, J.M. Arguedas, Menchú, Cornejo Polar and Fernández Retamar.

Distributive: Dist:LIT; WCult:CI

**SPAN 63.06 - Youth Culture in Argentine Cinema**

Unlike Hollywood cinema, in Argentina films about teenagers have never been a genre in itself, and yet the list of Argentine films about teenagers is strikingly large. This course will embark on a historical journey through films that focus on the adolescent experience as a way to represent political and social tensions. We will see films about teenagers from different decades, but we will focus mainly on the films after the 2001 crisis, when a significant number of Argentine movies about teenage characters were released. Films by Acuña, Carri, Deus, Dos Santos, Fund, Martel, Mora, Murga, Piroyansky, Rejtman.

Distributive: Dist:ART; WCult:NW

**SPAN 65.09 - Performeras on the Latin American Stage**

This course provides an overview of women's dramatic writing and cultural expression from Latin America and considers how these texts intersect, reflect, disrupt or resist canonical literary movements in

Latin America. Course content includes traditional dramatic forms as well as non-literary, visual and performative forms of expression. By examining works of very diverse ranges, we will also challenge society's and the authors' conceptualizations of Latin American women as a way to critique underlying issues of race, class, gender, and other power structures.

Distributive: Dist:ART; WCult:NW

**SPAN 65.10 - Performing Latin American Identities**

What meanings are produced when we invite others to look at our bodies? How do these meanings change when our bodies are live, on stage, as opposed to on film or in printed literature? How do we change when we look at others' live bodies? To begin to answer these questions, we will examine the ways in which identities and power are (re)presented through live, deliberate performance as well as the multiple ways in which "performative texts" can be found. This course focuses on cultural production in relation to contemporary sites of identity politics, and as such we will analyze theoretical texts (such as Richard Schechner, Diana Taylor, and Josefina Alcazar), theatrical works (Yuyachkani, Jesusa Rodríguez, Teatro de los Andes, etc.), watch videos of live performances (from the folkloric, to the political, to the artistic), as well as read more traditional texts (novel, short-story, news, etc.). This course engages cultural theory, visual art, film, performance, literature, and activist interventions that illuminate the human impact and costs that characterize contemporary identity politics. This will lead us to formulate questions that invite us to think about gender, race, and the construction of Latin American identities in contemporary times.

Distributive: Dist:ART; WCult:CI

**SPAN 73.06 - Outsiders: The Aesthetics of Deviance in Contemporary Argentina**

In sociology, deviance describes an action or behavior that violates social norms. This course will explore recent Argentine literature, film, comics, music, and contemporary art where the character does not conform to the society's norms and is subsequently alienated, ostracized, socially sanctioned, discriminated against or persecuted. The course will also examine the figure of the outsider artist. Typically, those labeled as outsider artists have little or no contact with the mainstream art world or art institutions. In many cases, their work is discovered only after their deaths. Theoretical framework by Agamben, Becker, Deleuze, Foucault, Nietzsche.

Distributive: Dist:LIT; WCult:NW

**SPAN 73.08 - Nietzsche in Argentine Literature**

This course will analyze the ubiquitous presence of the work of the German philosopher Friedrich Nietzsche in Argentine literature. The reception of the Nietzschean texts

generated a wide variety of literary production: articles in magazines and early translations at the beginning of the 20th century; a notorious influence on the disillusioned modernism of Leopoldo Lugones; essays by the thinker Ezequiel Martínez Estrada; existential novels by Ernesto Sábato; fantastic fictions with spatio-temporal speculations by Adolfo Bioy Casares and Jorge Luis Borges; and, among other writings, realistic novels of the post-crisis of 2001, such as those of Juan José Becerra and Gustavo Ferreyra.

Distributive: Dist:LIT; WCult:NW

#### **SPAN 80.14 - Slaves from the past, slaves next door**

This course will deal with human bondage. It will try to address a fundamental question: Under what circumstances and through what strategies does a human being strip another human being of his/her humanity? From Columbus to Almodóvar we will use modern theories of human domination/bondage —Hegel, Nietzsche's theorization of the master-slave dynamics —as we explore slavery and human bondage through history in literature and films.

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

Distributive: Dist:LIT; WCult:W

#### **SPAN 80.15 - Indignant Spain Today: Crisis and New Social Movements**

This course exams the notion of "crisis" as a creative paradigm for rethinking traditional experiences of the political, social, and cultural spheres in today's Spain. The course will focus on the deep connections between democracy and alternative ways of thinking about the political participation of citizens confronting the dismantling of their social, family, and individual welfare by global and national neoliberalist economic and social policies. Students will read from a wide array of texts (literature, cultural and political theory) and also watch documentaries and films on the idea of "crisis" as it is currently playing itself out in Spain's 15m and Indignados movements. Works by: Martín Patino, Alvarez, Thornton, Grueso, Lacuesta, Arce among others.

Distributive: Dist:LIT; WCult:W

#### **SPAN 80.16 - Planeta Paraguay. Power and Poetics of a "land without evil."**

Guarani peoples in what later became Paraguay believed there was a promised land, *Yvyrae ÿ*, or the "land without evil". Ironically, ever since the Conquest and through modern times Paraguay struggled with internal and external political powers that contributed to the country's insularity, exploitation and impoverishment. *Planeta Paraguay* invites seniors to study a lesser known country from Latin America as a starting point to produce their

own projects about Latin American social movements for liberation, revolution and quests for liberty in a "land without evil".

Distributive: Dist:LIT; WCult:NW

#### **SPAN 80.17 - Spain Reset! Rethinking Democracy and Culture**

The purpose of this course is to map the ways in which three distinct autonomous communities, the Basque Country, Catalonia, and Madrid have reconfigured the articulation of their civic identities by making the cities of Bilbao, Barcelona, and Madrid the centerpieces of their cultural and political renewal. Bilbao will serve as the example by which globalization, high architectural art forms, and national narratives become part of a project of economic, urban, and cultural renewal. The Frank O. Gehry design of the Guggenheim Museum Bilbao will serve as the centerpiece for these discussions. Barcelona will be studied under the lens of its recent push to independence and its confrontation with the Spanish state. We will contrast this situation with another "state" re-imagining that took place with the projects of urban renewal and internationalization that the 1992 Summer Olympics made possible. Madrid will be studied through the lens of crisis and change as we look at the economic situation that led to the 2008 economic meltdown, the Spanish government's response to the economic crisis, and the social and solidarity movements that the 15-M movement sparked in Spain. We will be reading political theory, philosophical texts, cultural studies, novels, theater, graphic novels (comics), and films to highlight how the cultural field is intimately engaged with these topics.

Distributive: Dist:LIT; WCult:W

### **Studio Art**

#### **SART 17.19 - Cut and Paste Cinema**

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

Distributive: Dist:ART

## The John Sloan Dickey Center For International Understanding

### INTS 17.14 - European Jewish Intellectuals

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

Distributive: Dist:LIT; WCult:W

### INTS 81.01 - The Challenges of Global Poverty

The course addresses the economic, social, cultural, environmental and political dimensions of the global commitment to eliminate extreme poverty by 2035, in line with the recent adoption of the Sustainable Development Goals and the pledges by world leaders. The course identifies the key characteristics of poverty, the global trends, and the changing emphases of sustainable development policy and practice since the 1960s. The course addresses the differing roles of development actors, including governments, civil society, international donors, and the private sector; the importance of engaging marginalized populations; specific efforts in key sectors such as food security, health, education and infrastructure; the role of advanced technologies; the interplay between poverty and conflict; and the impact of global climate change. Real-world case studies are incorporated fully into the instruction.

Distributive: Dist:INT

## Theater

### THEA 10.25 - Music, Design, and Creativity

This introductory class breaks new ground by making music, rather than text, the driving force behind design for the performing arts. After being introduced to the principles of design, students will create visual artworks inspired by personal responses to specific pieces of music. Students will then create designs specific to dance, concert design, musical theatre, and opera. Various forms of idea-

sharing will be taught, including collage, sketching, rough modeling, and painting. No previous experience required.

Distributive: Dist:ART

### THEA 10.32 - Acting for Musical Theater II

This course is a continuation of the study of Musical Theater, building on the curriculum of Acting for Musical Theater I. The class will further the student's technique in building character for this genre from various periods and styles. Acting techniques using American Musical Theater of the 1930s through the 1950s will be studied, as well as voice and speech techniques for Shakespearean texts. The course will culminate in a staged reading of scenes from a contemporary musical(s), performed before an invited audience.

Distributive: Dist:ART

### THEA 10.45 - 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

### THEA 10.71 - Plays OnStage: Acting Comedy

An advanced acting class in the art of performing comedy, focusing on David Ives' *School for Lies*, his "translaptation" of Moliere's *Misanthrope*. Building on the basics of Acting I, this course will examine how the fundamentals of acting are adapted to playing a heightened comedic text, in this case the rhymed couplets of one of the theatre's most brilliant current wordsmiths. Students will be introduced to a broad range of comedic performance, past and present, from sketch comedy to standup to films and television, developing a vocabulary of reference points, styles, and approaches to be applied in their rehearsals of *School for Lies*. The course will culminate in a public presentation of the play. Roles may be shared.

Distributive: Dist:ART

## Womens Gender and Sexuality Studies

### WGSS 20.02 - #MeToo: Intersectionality, Hashtag Activism, and Our Lives

The #MeToo movement is a response to gender-based harassment, assault, and violence. It is a form of resistance. This course examines and critiques the #MeToo movement. It covers the movement's founding in 2006 by civil rights activist Tarana Burke; feminist legal theory and critical race theory about sexual harassment and gender based violence; and competing analyses of current #MeToo activism, particularly its spotlight on the wealthy and famous. The course includes elements of collaborative

syllabus building, group community-based projects, and workshopping of students' written responses to assigned materials. Throughout the term, we will draw connections among scholarship, current events, and our lives.

Distributive: Dist:SOC; WCult:CI

### **WGSS 21.03 - Gender and Sexuality in Ancient Greece**

In this course we will analyze artifacts (e.g. frescoes and vase paintings, statuary, house interiors) and texts (e.g. love poetry, court cases, philosophical treatises, medical texts, tragedy and comedy) from Greece and its surrounding islands between about 3000 and 300 BCE. In addition to thinking critically about this primary material, allowing us to formulate our own opinions about it, we will read modern scholarly and popular texts focusing on gender and sexuality in prehistoric and ancient Greece.

Distributive: Dist:SOC; WCult:W

### **WGSS 24.01 - Arab Feminisms**

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

Distributive: Dist:INT or LIT; WCult:NW

### **WGSS 30.04 - Women, Work, and Wealth**

It is one of the most famous sentences in the English-language canon, a short-hand for the entire foundation of modern economics: "It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner," wrote Adam Smith in his 1776 *The Wealth of Nations*, "but from their regard for their own interest." But of course none of those men actually served the lifelong bachelor his dinner: his mother did, and whether she did so from benevolence, self-interest, or some less easily classified motivation, the field of political economy was defined by her exclusion from its questions and answers. This course interrogates the sexual and racial contracts at the heart of modern economic relations, and asks how returning mothers, wives, daughters, and servants to the history of capitalism alters our assumptions about economic man.

Distributive: Dist:SOC; WCult:CI

### **WGSS 30.06 - Women and Poverty in the United States**

This course will encourage students to understand the connection between women and poverty in the United States: (why) are women more likely to be poor than

men? The course will explain this connection between women and poverty by looking at gendered and raced wage gaps; women's paid and unpaid work within capitalism; the cost of identifying women with caretaking work; stereotypes of poor women; American public policy targeted at (certain) women; and the intersection of (environmental) racism, sexism, and classism.

Distributive: Dist:SOC; WCult:CI

### **WGSS 40.03 - Racial Justice**

This course introduces students to major contemporary racial justice debates. It also considers how theories of racial justice might better include the concerns of women of color as well as LGBT and trans persons of color. Throughout the course we will examine questions such as: What constitutes racial injustice? How is gender implicated in said injustice? What, if anything, do blacks and other people of color owe to one another? Should political possibility and pragmatism bound thinking regarding corrective racial justice?

Distributive: Dist:SOC

### **WGSS 41.05 - Gender and Violence: Transnational Feminist Analyses**

This course introduces students to the relationship between gender and violence in both local and global formations of power. Together, we will critically examine how everyday people and feminist activists identify, theorize, and challenge systemic modes of gendered violence across transnational feminist perspectives. Our investigations lead us to a myriad of historical and contemporary issues. Such topics include transnational feminist perspectives on domestic violence; militarization and women's health; media and representation; sexual violence; colonialism; gendered and racial discrimination; trafficking of women; the prison-industrial complex; gendered care labor; immigration and deportation; international relations and religion; feminist coalitions on gendered violence; and media networks and globalization.

Distributive: Dist:INT or SOC; WCult:CI

### **WGSS 42.06 - Gender and the Global War on Terror**

This course examines the gendered and sexual politics of "The Global War on Terror" in post-9/11 worlds. We will critically examine how everyday people and feminist activists/scholars identify, theorize, and challenge the systems of value and power relationships that historically and presently structure the ongoing U.S.-led "Global War on Terror," with a particular focus on the effects of the war in Iraq and Afghanistan. We also explore how the "Global War on Terror"—America's longest "official" war, which has been ongoing for sixteen years—is diffuse and continually changing as those persons deemed internal/external "threats" to national security shift over periods of time. In order to examine these relationships of

power, we turn to the stories of women and men in the U.S. military, women in Iraq and Afghanistan, veterans, and de-militarization activists and artists in the U.S. and globally over the course of these sixteen years.

Distributive: Dist:INT or SOC; WCult:CI

### **WGSS 44.07 - The Struggle for Liberation: Women, Monasticism, and Buddhism**

This course will examine the relationship between women, monasticism, and Buddhism through an interdisciplinary and transnational perspective. We will begin in ancient India by examining the founding of the Order of Nuns; the monastic lives, spiritual poetry, and struggles of early Buddhist nuns; and the decline and death of the nuns' order in India. Then we'll move on to explore a wide range of topics from throughout the Buddhist world—such as the economic and political power of the nuns' order in parts of East Asia; the death of the nuns' order and the phenomenon of low-status “unofficial” nuns throughout much of Southeast Asia; the power of yoginis and other non-monastic spiritual roles for women in Tibet; the increasing phenomenon of Western nuns; and the feminist possibilities (or impossibilities) inherent in Buddhist doctrine. The term will conclude with a sustained look at the contemporary global movement to re-establish the valid ordination lineage for nuns throughout the world—a movement in which the voices arguing “for” and “against” are not always what one might presume them to be.

Distributive: Dist:INT; WCult:NW

### **WGSS 53.07 - 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

### **WGSS 62.02 - A Global History of Sexual Science**

This course provides an introduction to the global history of sexual science from the late 19th Century through the mid-20th Century. The beginnings of scientific approaches to sex, gender and sexuality were very diverse and thus we will read—among others—historical medical, psychiatric, anthropological, journalistic, philosophical and literary texts. Scientific notions of sexuality did not simply migrate from the “West” to the “rest,” but developed as a result of complex, mutually constitutive interactions and global networks. The field of sexual science emerged not just in Europe and North America but in a variety of

places, such as India, Chile, or China. Its proponents in different parts of the world were intensely aware of each other and interacted through publications, conferences, or travel. Moreover, proponents of sexual science in Europe and North America adopted notions forged in exchange with actors in Asia, Latin America and Africa, e.g., the US practice of gender reassignment surgery was heavily influenced by earlier Mexican cases or the German legal understanding of homosexuality was tested and contested in its colonial African courts. We will study many figures who have been forgotten in contemporary work on sexuality or sexual science. Some of these figures drew from the repressive legal, social and cultural discourses that limited sexual expression and gave the ideological grounds to discrimination and persecution. But others—and they were at times the very same figures—connected to the liberating discourses, the power of which we are experiencing today.

Distributive: Dist:INT or SOC; WCult:NW

### **WGSS 67.05 - Feminist Theory**

This seminar is designed to provide a overview of significant themes and debates within feminist theory. It is organized around several topic areas - most centrally intersectionality and the Body (including the racially marked body, the covered body and the body in motion, across both national and gender boundaries).

Distributive: Dist:SOC



## Index

