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## NEW UNDERGRADUATE COURSE SUPPLEMENT 2018

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

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

## NEW UNDERGRADUATE COURSES

Below is a listing of all new undergraduate courses approved since July 2018.

### African and African-American Studies

#### **AAAS 20.50 - Lest We Forget: History, Collective Memory and Slavery at Dartmouth**

Beyond noting that Wheelock owned slaves, little is known of Dartmouth's other historical connections, if any, to the institution of slavery. This research seminar investigates the college's economic entanglement in the trade and slaveholding; as a site for the intellectual legitimization and contestation of slavery; and the contributions of enslaved persons to its development. We will also review the origins, findings and responses to similar collective memory projects at other institutions including Brown, Emory and Yale.

Distributive: Dist:SOC

#### **AAAS 27 - Transformative Spiritual Journeys. Contemporary Memoirs of African American Religion**

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

Distributive: Dist:TMV; WCult:CI

#### **AAAS 32.02 - Black Queer Literature and Film**

This seminar will combine elements of black (trans) feminist theory and black queer theory to examine the written works and films/videos by and about lesbians, bisexual, transgender, gay and queer Black people. Emphasis will be on tracing the emergence of black literary and cinematic voices from the late twentieth century to the present. We will read poetry, fiction and essays as well as watch films with an eye towards understanding the historical and theoretical

construction of sexual and gender identities, politics and sexual/cultural practices in Black communities. Special attention will be paid to the construction of race, gender and sexual identities in North America, the Caribbean and the United Kingdom.

Distributive: Dist:ART; WCult:CI

#### **AAAS 32.05 - Cinema of Black Protest**

This course considers Black histories of protest in conjunction with the history of Black representation in film. We will analyze historical documents, scholarly articles, legal cases and historical accounts of the major moments in Black resistance in the United States. We will begin with the protests against lynching in the early twentieth century and the Civil Rights and Black power era of the 1970's Blaxploitation film genre through contemporary independent films. We will discuss issues of race and gender, racism, sexuality and homophobia as well as misogyny and sexism in Black representation. Students will be expected to watch and discuss films as well as read scholarly articles on race theory, queer theory, feminist theory and cultural criticism.

Distributive: Dist:SOC; WCult:W

#### **AAAS 32.15 - The Making of 21st Century Exhibits: Curating a National Black Theater Museum/Institution**

This course is designed for those interested in theatre and performance, African American studies, history, and culture. Students will study influences on the development of black theater and performance in the USA as well as processes for preserving, curating, and exhibiting culture in institutions, examining how museum concepts intersect and/or collide with representations of black history and culture. In collaboration with the Hattiloo Theatre in Memphis and the DeVos Institute of Arts Management, who are drafting plans for an institution devoted to black theatre practitioners, students will determine and develop content for an interactive venue. They will consider strategies for the use of technology and live exhibits, involving black communities in exhibits and curation, and providing access to diverse communities. Projects and findings will be shared with the institution's developers and will be considered in their ongoing plans. The course will include a visit to the National Museum of African American History and Culture in Washington.

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Distributive: Dist:ART; WCult:CI

**AAAS 32.50 - Black LGBTQ History**

This course is an introduction to the study of Black LGBTQ history in the United States. We will examine a range of primary and secondary source material from the nineteenth century through the late twentieth century. This material includes documentaries, scholarship, newspaper articles, newsletters, diaries and letters. We will look at sexual relationships in the nineteenth century among slaves and free people as well as the cultures of sexual diversity and gender transgression a couple of generations after slavery that gave rise to the jazz age and the Harlem Renaissance. We will also take a look at post-war America, the Civil Rights and Black Power era for their moments of sexual expression and gender variance as well as repression. The course will continue to examine Black experience into the AIDS crisis, gay marriage debates and transgender rights movements.

Distributive: Dist:SOC; WCult:W

**AAAS 35.50 - 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

**AAAS 36.50 - Rasta and Rastafari**

This course examines the Rastafari spiritual and political movement from its genesis in Jamaica to its transformation into a global phenomenon. Today's perception of Rastafari is informed by popular images of marijuana smoking, reggae musicians and a laid-back lifestyle. Consequently, Rasta is often mistaken for practicing a countercultural phenomenon of no global significance, a poster child for the undesirable other, or merely a misguided rebel. Rastafari however, is significantly more profound. Rastafari has offered, cloaked in revolutionary black hermeneutics, some of the sharpest critiques against European imperialism and exploitation. Despite the presence of burgeoning scholarship, Rasta's global significance remains hidden in the fissures of most

historical discourses and behind the haze of marijuana smoke created by popular understandings of the movement. This course employs monographs, scholarly articles, documentary films and primary sources and music to and explore Rastafarian ideologies that among other things, promoted decolonization while decrying racism and imperialism. It is open to students seeking to broaden their knowledge of religions and socio-political movements in the African diaspora.

Distributive: Dist:SOC

**AAAS 60.5 - Racial Geographies: Race and the Politics of Place**

This course will explore various themes surrounding the ways in which race shapes the way we understand ideas of place. With a focus on Africa and its diaspora, the course looks at the movement of people and ideas inherent in the concept of diaspora and reflects on how people also reshape social worlds that challenge the way we commonly understand the world to be divided (i.e. by political territories like "countries" or by physical geographies like "continents"). The goal of the course is to start with the concept of "Blackness" and unpack the complexity of various other racial and spatial categories like "Sub-Saharan Africa" "Arab North Africa" "the West" and "diaspora." The three general themes of territory, flows, and space/futurisms, will be explored in relation to the way they are experienced by people in everyday life, therefore the readings will primarily be ethnographic, following African descendant communities in Africa, Europe and the Americas. However, we will tackle these issues through history and fiction writings as well.

Distributive: Dist:SOC; WCult:CI

**AAAS 62.50 - Maroons to Marley: Jamaica's Role in Worldwide Revolutions from Slavery to the Present Day**

In 1738, a hundred years before legal emancipation came to England's New World slave colonies, Jamaica's Maroons forced the colonial power to sign a treaty granting sovereignty to Maroon communities across the Caribbean island. As the first Africans in the New World to achieve this feat, Maroon warriors directly and indirectly influenced abolitionist and revolutionary movements throughout the Americas—including, of course, revolts in Haiti and the United States. These warriors continued to inspire the revolutionary actions of other oppressed and/or enslaved individuals for generations, and indeed, a revolutionary ethos pervades Jamaican culture and artistic production from the colonial period to the present moment. This course traces the impact of "Jamaican" revolutionary figures on other revolutionary figures and events worldwide. Moving chronologically, from colonialism to the present day, the course examines influences such as African/Jamaican Maroon *leaders* direct impact on other revolutions throughout the Americas; Mary Seacole's

exchanges with and impact on Florence Nightingale during the Crimean War; Marcus Garvey's impact on the Harlem Renaissance and the Rastafari religion; Claude McKay's revolutionary impact on vernacular poetics and on the "Red Scare;" Louise Bennett's mid-twentieth century revolutionary, feminist, vernacular poetics and her impact on female performers in the Americas, Europe, and Africa; Bob Marley and Damian Marley's impact on politics and revolutionary movements in Liberia and Ghana; and finally, the impact of Staceyann Chin's outspoken poetics on LGBTQ rights in the Caribbean and in other marginalized African diasporic communities.

#### **AAAS 62.75 - Race, Gender, & Revolution in the Atlantic World**

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

Distributive: Dist:SOC; WCult:NW

#### **AAAS 65.01 - 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

#### **AAAS 67.80 - 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 examine and craft visions of alternative futures grounded in prison abolition. Drawing from archival research, critical theory and speculative fiction from Black queer and trans thinkers such as Miss Major, Edouard Glissant, Marie Vieux-Chauvet, Octavia Butler, and Samuel Delany, our goal will be to challenge our current carceral order, chart how we move past it, and imagine what liberatory prison abolitionist futures lie beyond.

Distributive: Dist:SOC; WCult:CI

## **Anthropology**

#### **ANTH 50.04 - Digital Heritage: Global Politics and Practices**

This course explores the idea of heritage as less of a "thing" and more of a cultural and social process—one that harnesses the act of remembering to create ways to understand and engage with the world. In recent decades, fostered not least through international organizations such as UNESCO World Heritage or the World Monuments Fund, heritage preservation has become a global political movement. Following both a historical and a comparative approach, this course seeks to transcend the Euro-American understanding of heritage, which is still very much the standard in international advisory bodies and address the various unrepresented perspectives, value systems, and frameworks of memory that play a role in heritage as a global phenomenon. As such, this course is designed to be a tool to both study and question heritage preservation and conservation.

Distributive: Dist:SOC; WCult:CI

#### **ANTH 50.18 - Anthropocene Imaginaries**

The world warms, and global environmental imaginaries transform. Evolving representations of culture and environment have compelling implications for human rights and indigenous sovereignties over land, water and natural resources. Human security will be shaped not only by the unfolding impacts of climate change, but also by how we frame the understandings and ethical commitments we articulate in response to them. This course will explore the anthropology of climate change, and consider how visions and aesthetics of place in the twenty-first century are interconnected with transforming global discourses about environmental security, governance and power. Blending environmental humanities and social science perspectives, we will also reflect upon critical approaches to political ecology and the idea of "the Anthropocene" itself.

#### **ANTH 50.27 - Killing Time: Immortality and the Arts of Tomorrow**

This course will be an anthropological exploration of American popular culture's fascination with immortality. The course will examine the implications of "immortality" for subjectivity and trans-corporeality, kinship and emergent communities, species survival and transformative ontologies, and human temporal recalibrations. Key questions include- How does popular culture in America imagine immortality? Do the many separate fields of representation share a common vision for the future of humanity? Or, do they imagine very different futures for humanity? At what point do humans go from human to transhuman to posthuman? We will approach

these questions from an anthropological perspective that will establish a critical ground for analysis and ethnographic inquiry and representation. The course will provide anthropological concepts and analytic practices throughout the term. The course will explore three exploratory fields of inquiry- speculative fiction, technological interventions, and digital futures.

### **ANTH 50.28 - Racial Geographies: Race and the Politics of Place**

This course will explore various themes surrounding the ways in which race shapes the way we understand ideas of place. With a focus on Africa and its diaspora, the course looks at the movement of people and ideas inherent in the concept of diaspora and reflects on how people also reshape social worlds that challenge the way we commonly understand the world to be divided (i.e. by political territories like “countries” or by physical geographies like “continents”). The goal of the course is to start with the concept of “Blackness” and unpack the complexity of various other racial and spatial categories like “Sub-Saharan Africa” “Arab North Africa” “the West” and “diaspora.” The three general themes of territory, flows, and space/futurisms, will be explored in relation to the way they are experienced by people in everyday life, therefore the readings will primarily be ethnographic, following African descendant communities in Africa, Europe and the Americas. However, we will tackle these issues through history and fiction writings as well.

Distributive: Dist:SOC; WCult:CI

### **ANTH 50.29 - Paleogenomics-Ancient Human Health, Migration, and Diversity**

Why are different modern populations more or less susceptible to certain diseases? Does the “Paleo Diet” actually mimic early human diets? Do differences in rates of lactose intolerance and sensitivity to bitter tastes reflect past diets? How have behaviors, such as cooking and domestication of livestock, influenced co-evolutionary relationships with parasites, such as tapeworms? What genetic material did we acquire through interbreeding with other species of *Homo* (Neanderthals and Denisovans)? In this course, we will examine how the paleogenomic revolution in biological anthropology is transforming both how we ask questions about early humans and what questions are possible to ask. We will begin the course with an overview of methodologies used to study ancient DNA, paleopathology, and paleoecology, with an emphasis on recent advances in paleogenomics. We will then examine new research where evidence from ancient DNA is supplementing or transforming theories about early human health, diet, and migration, and discuss how these new theories improve our understanding of how our population histories have influenced modern human health, adaptation, and diversity today.

Distributive: Dist:SCI

## **Art History**

### **ARTH 28.08 - Italian Art from Renaissance to Baroque: Crisis and Invention**

In studios and workshops across early modern Italy, artists developed new forms, styles, and ideas that transformed how they responded to the changing world around them. With a focus on the years between 1400 and 1700, this course will consider the cultural dynamics that gave the arts new meaning and urgency and fueled innovations in Italian cities large and small. Taking a chronological approach to the Renaissance and Baroque periods, we will consider topics such as: self-fashioning and identity; the role of art in moments of ideological or political crisis; the dialogue between art and technology; and visual drama and deception. We will explore a wide range of objects, from the private pages of sketchbooks to painted ceilings, and from colossal sculptures to viral prints. Throughout, we will question how artists like Leonardo da Vinci, Michelangelo, Titian, Caravaggio, and Bernini manipulated diverse materials and theorized the process of invention. The course will include frequent visits to the Hood Museum of Art and the Rauner Special Collections Library.

Distributive: Dist:ART; WCult:W

### **ARTH 41.03 - European Art 1750-1850**

European culture was transformed during the period 1750-1850. The absolutist monarchy established by Louis XIV would end with the traumatic rupture of the French Revolution. Napoleon redrew the map of Europe. The aristocracies that had ruled the West for a millennium, withered as the bourgeoisie and working classes struggled for control. The optimism of the Enlightenment slowly soured into the brooding inwardness of Romantic melancholia. The rise of mass industrial production and consumption would be accompanied by waves of technological and social change that irrevocably altered daily life. European powers pursued global dominance through colonial expansion with renewed vigor and brutality. This course examines these epochal changes through the lens of European cultural production, covering key artistic movements such as the Rococo, Neoclassicism, Romanticism, and Realism. We will closely analyze major works of art and visual culture alongside primary, historical texts of the period. These will be supplemented with recent scholarship that will help situate the works under investigation within the rich and complex social and intellectual milieu in which they were produced.

Distributive: Dist:ART; WCult:W

**ARTH 41.04 - European Art: 1850-1900**

This course will survey the history of European art the second half of the nineteenth century in a variety of media: painting, sculpture, print media, architecture and design. This is a rich and fascinating period of art-making as well as cultural and technological transformation \u2015a period during which political instability, industrialization, colonialism, and the growth of popular culture had an enormous impact on the production, style, and presentation of art. Old systems of patronage and institutional control over artists dissolved, leaving them to experiment with how to give form to “modernity,” and how to address a widening public audience for their art. Lectures and readings will shift between broad themes in 19th-century art coupled with in-depth examination of singular works, the goal being to strike a balance between close attention to art’s formal means and an account of what its chosen subject matter may have meant, to the artists themselves and to their public.

Distributive: Dist:ART; WCult:W

**ARTH 48.07 - Michelangelo’s Modernism**

In 1837 Eugène Delacroix named Michelangelo Buonarroti the “father of modern art.” What led the great 19th century Romantic painter and critic to identify the Florentine sculptor, painter, architect, and poet as the origin of the modern school? Declared “divine,” during his lifetime, he has been celebrated as the *non plus ultra* of artistic genius, or vilified as the very epitome of artistic excess ever since. Enthusiasts and detractors alike have viewed Michelangelo as the model of the self-conscious artist. This course will trace ‘*il divino*’s’ role in the formation of the cult of the modern artist through examining artworks and texts ranging from the artist’s lifetime and afterlife in art, literature, and film. Beginning with the construction of Michelangelo’s persona by early biographers, we will consider why he came to embody the tension between the demands of tradition and innovation like no other artist. Each week we will closely investigate artworks in dialogue with primary sources in English translation. Secondary texts selected from the superb scholarly literature on Michelangelo and his afterlife will be used to supplement primary materials. Throughout the course we will consider the *idea* of Michelangelo and the Michelangesque functioned through five centuries of cultural production.

Distributive: Dist:ART; WCult:W

**ARTH 48.08 - The Photographic Medium**

The invention of the photograph radically changed the way we experience the world. The selfie and Instagram are but two of the most recent ways in which photographic technology has become ubiquitous in our everyday lives. This course traces the evolution of the photograph from pre-photographic forms, such as the diorama to its current digital apotheosis. We will focus on how the medium evolved in concert with changing social conditions that

shaped, and were shaped in turn, by its evolution. A wide range of practices will be considered, from documentary photographs to fine art. Major figures in photo history will be discussed alongside developments in photographic technology and their impact on photographic imagery in both fine art and visual culture more broadly (advertising, science, journalism). Throughout we will explore photography as a ‘thick’ medium, one inextricably bound up with social and theoretical concerns. Students will exit having a broad knowledge of the historical benchmarks and aesthetic theories of photography, as well as the ability to describe and analyze images in light of photographic technique.

Distributive: Dist:ART; WCult:W

**ARTH 63.73 - Art in the Age of Climate Change**

Since the advent of industrial capitalism, humans have released 555 petagrams of carbon dioxide into the atmosphere, increasing CO2 concentrations to a level not seen for at least 800,000 years. The long-term consequences of these atmospheric changes remain unknown, but there is already strong evidence that the Earth is rapidly moving into a less biologically diverse, less forested, much warmer, and probably wetter and stormier state. Research on climate change points to a particular irony: human actions have unprecedented impact on the environment, but this produces effects that are increasingly out of human control. Inside that conundrum lies another. Scientists have certain strategies to address urgent environmental challenges, but what of the arts and the humanities? What can practitioners in these fields, in dialogue with the sciences, offer in this moment of climatic disruption and political inaction? To what new modes of visualization does global warming give rise, and how do these aesthetic innovations allow us to live with and through environmental change? What ontological status can be assigned to various biological, geological, and meteorological ‘actors’ if human agency is no longer privileged?

In taking up these questions, this course recognizes that the manifold effects of climate change demand new structures of cross-disciplinary thinking and critical engagement. Accordingly, it draws on concepts and methods drawn from art history and critical theory as well as science and anthropology. As we will see, the field of contemporary art does not simply project forward to predicted catastrophic future scenarios. Rather, it foregrounds the unique capacities of humans to imagine scenarios or worlds that have not yet come into existence. What, in essence, can art help us imagine that science alone cannot? Through this line of enquiry, this course asks what it means to think through the possibilities and limits of our planet beyond a pessimistic orientation towards foreclosed futures.

Distributive: Dist:ART; WCult:W



**ARTH 80.02 - Advanced Seminar: Domes**

Domes have graced the skyline of human settlements for over three millennia. The seminar commences with a traditional typological survey of domes, progresses to explore the theoretical foundations that informed their construction, and concludes by examining the social, cultural, and religious factors favoring (or discouraging) their development and proliferation. We will focus especially, but not uniquely, on ancient and medieval domes. Historically, domes have covered a range of buildings: from kilns to tombs, from bell-towers to latrines; however, they most famously crowned places of worship, burial or power. We will ponder: What is a dome? Which qualities define their identities? How and why has the knowledge of dome construction been transferred across time and cultures? What are important methodological considerations to consider as we approach the study of domes?

Distributive: Dist:ART; WCult:W

**ARTH 89.05 - 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 Societies Cultures and Language****Asian Societies Cultures and Languages****ASCL 1.01 - Urban Asia**

Asian cities, once considered to be recipients or followers of urban models imposed by Western cities, have become new models of urbanism themselves, thereby serving as the heart of the growing body of scholarship which focuses on such dynamic urban processes reshaping cities across the globe. For instance, over the last few decades, Singapore, Shanghai, and Seoul have distinguished themselves as points of reference for other aspiring cities in and beyond Asia. How have Asian cities transformed in an interconnected global economy? How does an interdisciplinary reading of Asian cities provide ways to think anew about Asia today?

With Asia at the center of our urban inquiries, this course proposes to read Asian cities from historical and comparative perspectives. The primary purpose of this

course is to introduce students to multiple disciplinary approaches to Asia's urban environments and their dynamic relationships to other parts of the world. The course features instructors from several Dartmouth departments and programs presenting a diversity of theoretical perspectives and empirical studies drawn from cities across East, South, and Southeast Asia.

Distributive: Dist:INT or SOC; WCult:NW

**ASCL 51.03 - Indian Buddhism**

An introductory survey of the Buddhism of South Asia from its beginnings in the 6<sup>th</sup> century B.C.E. to its eventual demise in the 12<sup>th</sup> century C.E. Emphasis will be given to the major beliefs, practices, and institutions characteristic of Indian Buddhism, the development of its different varieties (Hinayana, Mahayana, and Vajrayana), and its impact upon South Asian civilization at large. Open to all classes.

Distributive: Dist:TMV; WCult:NW

**ASCL 54.05 - Animals and the Post-human World**

Historically, the notion of what it means to be human has been inextricably linked with the non-human world. Through readings, films and class discussions focused on the US and India, students will gain insights into the relatively new field of the post-humanities. The notion of post-human has another meaning relevant to our course, literally signifying a world after human beings. Over the semester students will learn about the anthropocene, a concept that describes this as an age where human beings exert an unprecedented geological force on their environment through consumption of oil, natural gas and fossil fuels. We will explore the domestication of animals, pet culture and the consumption of animals. This course examines current debates in environmental history focusing in India and the world and animal studies.

Distributive: Dist:SOC; WCult:NW

**ASCL 54.06 - Ethnicities of India**

Focusing on the region of South Asia with special attention to indigenous communities and ethnicities bound by religion or language, this course is designed to introduce students to the latest debates on the concept of 'ethnicity.' We will examine concepts such as indigeneity, nationalism, nativism and eco-xenophobia. Students will explore pre-national modes of social and cultural identity. Throughout the course, debates in the discipline of history will inform our discussion of themes and concepts.

Distributive: Dist:SOC; WCult:NW

**ASCL 61.02 - Tibetan Buddhism**

An introductory survey of Buddhism in Tibet from its inception in the 8<sup>th</sup> century until the present day. Emphasis will be given to the central doctrines, practices, and institutions characteristic of Tibetan

Buddhism, its development of various popular and elite religious ideals (householder, nun, monk, scholar, solitary hermit, crazy yogi, and female dakini), and its evolving identity in the West. Open to all.

Distributive: Dist:TMV; WCult:NW

### **ASCL 61.03 - Buddhism and Film**

“What is Buddhism?” “How can it be something expressed in and through the medium of film?” and “What actually constitutes a Buddhist film?” After an introductory survey of central topics in Buddhism, this course will explore the cinematic presentation of Buddhist religion, philosophy, practices, saints, and institutions. By learning to watch films critically from a Buddhist perspective, students will explore the process through which we create the meaning in films and everyday life. Open to all.

Distributive: Dist:TMV; WCult:NW

### **ASCL 61.04 - 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

### **ASCL 62.10 - Sacred Art and Architecture of Japan**

This course examines Shinto and Buddhist architectural, sculptural, painting and print traditions from the prehistoric to the modern era. The primary emphasis will be on the relationship of these arts to their doctrinal sources and the ritual, social, and political contexts in which they were created and utilized.

Distributive: Dist:ART; WCult:NW

### **ASCL 62.11 - The Japanese Painting Tradition**

This course provides a comprehensive introduction to the Japanese painting tradition. Surveying a broad range of themes, formats, and styles and exploring the relationship between indigenous sensibilities and the traditions Japanese artists borrowed from continental Asia and the West, it defines the unique aesthetic experience offered by Japanese sacred and secular painting. Its focus on patronage and studio practice emphasizes the social, political, and cultural processes that underscored important developments in the painting tradition.

Distributive: Dist:ART; WCult:NW

### **ASCL 62.12 - Japanese Prints**

A survey of the Japanese print tradition from its inception in the seventeenth century through modern prints in the early twentieth century, this course emphasizes the relationship between prints and the political, social, and cultural milieu in which they circulated. The curriculum includes applications of recent critiques and theoretical approaches from fields as diverse as sexuality and gender studies, mass culture and media studies, aesthetics of popular arts, and the sociology of consumption.

Distributive: Dist:ART; WCult:NW

### **ASCL 63.01 - Asian Medical Systems**

This course investigates systems of healing practiced in, and derived from, Asia. We will focus primarily on three Asian medical systems: Ayurveda, Chinese medicine, and Tibetan medicine. We will strive to understand how these medical systems are based on coherent logics that are not only biologically but also culturally determined. We will also analyze the deployment of these medical systems in non-Asian contexts, and examine the relationship between Asian systems and "western" biomedicine.

Distributive: Dist:SOC; WCult:NW

### **ASCL 64.05 - The Two Koreas, 1948-Present**

This course explores the emergence of the two Koreas, from a global perspective. Beginning with the legacies of the Chosŏn Dynasty, we will examine the impact of Japanese colonialism on the divergence of the two nation-states: the Republic of Korea (South Korea) and the Democratic People's Republic of Korea (North Korea). Analyzing scholarly writings and primary sources, the course will focus on the domestic and international processes through which the two regimes clashed and competed in the context of the Cold War. We will primarily focus on drastic differences manifested between the two countries' ideologies, cultures, and political economies, but also pay attention to unexpected parallels experienced by Koreans across the hostile division. Students will pursue a final research project, in consultation with the instructor, on a comparison of their choice related to the themes of this course. No prior knowledge of the Koreas or the Korean language is expected.

Distributive: Dist:SOC; WCult:NW

### **ASCL 64.06 - Colonialism, Development, and the Environment in Africa and Asia**

This course examines the environmental history of Africa and Asia, focusing on the period of European colonialism and its aftermath. Topics include deforestation and desertification under colonial rule; imperialism and conservation; the consequences of environmental change

for rural Africans and Asians; irrigation, big dams and transformations in water landscapes; the development of national parks and their impact on wildlife and humans; the environmentalism of the poor; urbanization and pollution; and global climate change in Africa and Asia. Open to all classes.

Distributive: Dist:INT or SOC; WCult:NW

#### **ASCL 64.07 - The History of Modern South Asia**

This course examines the history of South Asia during the nineteenth and twentieth centuries. Themes of the course include the development of British imperialism, the impact of colonial rule on Indian rural society and economy, processes of cultural change, the development of nationalism, the historical role of Gandhi, the emergence of Hindu-Muslim conflict, and the character of post-colonial South Asia. Open to all classes.

Distributive: Dist:INT or SOC; WCult:CI

#### **ASCL 64.08 - The History of China since 1800**

This survey course traces China's social, political, and cultural development from the relative peace and prosperity of the high Qing period, through the devastating wars and imperialist incursions of the nineteenth century, to the efforts, both vain and fruitful, to build an independent and powerful new nation. Open to all classes.

Distributive: Dist:SOC; WCult:NW

#### **ASCL 64.09 - Late Imperial China in Global Context**

China's history, from the 3rd century BCE to the twentieth century, examined in the context of global developments in demography, economy, urbanization, technology, trade, and the arts. Open to sophomores, juniors, and seniors.

Distributive: Dist:SOC; WCult:NW

#### **ASCL 64.10 - Gandhi, Twentieth Century India and the World**

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

Distributive: Dist:INT or SOC; WCult:NW

#### **ASCL 64.11 - The Emergence of Modern Japan**

A survey of Japanese history from the mid-nineteenth century to the present. Topics to be covered include the building of a modern state and the growth of political opposition, industrialization and its social consequences,

the rise and fall of the Japanese colonial empire, and the postwar economic 'miracle.'

Distributive: Dist:SOC; WCult:NW

#### **ASCL 64.12 - Postwar Japan: From Occupied Nation to Economic Superpower**

This course examines the internal and external forces that have shaped Japan's government, economy, and society since 1945. Topics to be treated include American Occupation reforms, the conservative hegemony in politics, rapid economic growth and its costs, the mass middle-class society, and Japan's changing world role. Open to all classes.

Distributive: Dist:SOC; WCult:NW

#### **ASCL 67.02 - Political Economy of China**

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

Distributive: Dist:INT or SOC

#### **ASCL 69.22 - Reading Edo-Tokyo: An Interdisciplinary Approach**

For the past two centuries, Edo-Tokyo has been the spatial, temporal, and conceptual focal point of Japan's political, economic, and aesthetic modernization. We will explore the city's historical and cultural transformation between the early nineteenth century and the present using three separate but interrelated disciplinary rubrics for "reading" the city: (1) urban visuality, (2) literary and filmic textuality, and (3) ethnography. While the course moves through these three rubrics roughly in order, our goal will be to develop synthetic approaches to analyzing the broader urban "text" known as "Edo-Tokyo."

Distributive: Dist:SOC; WCult:NW

#### **ASCL 70.17 - Women in Asian Cities**

We live in a time of increasing urbanization and globalization, paralleled with prevailing poverty and uneven access to infrastructure. In this course, we will explore these issues through a focus on women across Asia. We will also examine how politics of race, class, caste, religion, and migration status shape urban experiences for these women. Major thematic areas for this course include migration, informal economies, mobility, culture, and urban nature. The class will draw on academic scholarship, newspaper articles and popular culture to introduce gendered perspectives on cities across Asia including Istanbul, Tehran, Mumbai, Hong Kong, and Manila.

Distributive: Dist:SOC; WCult:CI

### **ASCL 70.18 - Social Revolutions East and West: Japan and the United States in the 1960s**

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

Distributive: Dist:INT or LIT; WCult:CI

### **ASCL 80.07 - The History of Development in Asia**

For more than a century, development has been a central theme in the study of Asian politics, culture, and societies. But what is “development,” exactly? This seminar explores the history of development in Asia by treating development as a species of politics, rather than a socio-economic process. In the assigned readings and discussions, we will examine the complex interactions between development and empire in various places in Asia, in both colonial and postcolonial contexts. We will also compare recent efforts by scholars to develop new methodological approaches to the study of development ideas and practices in Asia. In addition to completing the assigned readings, each student will write an article-length paper about a particular topic or event in the history of development in Asia. This paper must be based on original research in primary sources.

Distributive: Dist:INT or SOC; WCult:NW

### **ASCL 80.08 - Imperialism in Modern East Asia**

An examination of Western and Japanese imperialism in East Asia from the Opium War to the Pacific War. Subjects to be treated include the imposition of unequal treaties, the “scramble for concessions” in China, the creation of Japan’s formal and informal empires, and the rise and fall of the Greater East Asia Co-Prosperity Sphere. Open to all classes.

Distributive: Dist:INT or SOC; WCult:NW

### **ASCL 91 - Honors Thesis II**

The ASCL Honors Program consists of a two-term, two-course sequence comprised of ASCL 90 and ASCL 91, during which the student completes an honors thesis. To qualify for the Honors Program the applicant must have a GPA of 3.0 overall and GPA of 3.4 in the major.

Admission to the program is contingent upon acceptance of the applicant’s thesis proposal. Students should develop a thesis proposal in consultation with a prospective advisor. The primary advisor for an honors thesis must be an ACSL affiliated faculty member. Secondary advisors drawn from ASCL or other departments and programs are encouraged when the student’s project warrants additional expertise. Proposal guidelines can be found on the ASCL website.

As part of the Honors curriculum, ASCL 90 and 91 carry high expectations regarding student performance with regard to writing, deadlines, accountability, and critical reflection. The thesis advisor will assess the student’s progress at the end of the first term of the Honors course sequence. If insufficient progress has been made on the thesis, students will be dropped from the program and given a grade for the work completed in the first term. The grade can count toward the ASCL major but not as a substitute for the ASCL Culminating Experience. A public presentation of the honors thesis at the end of the second term is a requirement of the Honors program. Completion of both ASCL 90 and 91 replace the ASCL culminating experience. ASCL 91 is an addition to ASCL’s ten-course major.

Students wishing to pursue a fall/winter thesis should submit their proposal to the Steering Committee no later than the fifth week of their junior-year spring term. Proposals for winter/spring theses should be submitted no later than the fifth week of the applicants senior-year fall term. Admission to the Honors Program is by vote of ASCL Steering Committee.

### **CHIN 40 - Advanced Chinese**

040 courses are “topics courses” designed to develop mastery of the spoken and written language. Students who have completed at least two 30-level courses are encouraged to continue their language study through 040 courses. Depending on the topic, readings are drawn from literary, cultural, political, business, and historical publications. Assigned work includes written and oral presentations.

### **JAPN 40 - Advanced Japanese**

040 courses are “topics courses” designed to develop mastery of the spoken and written language. Students who have completed at least two 30-level courses are encouraged to continue their language study through 040 courses. Depending on the topic, readings are drawn from literary, cultural, political, business, and historical publications. Assigned work includes written and oral presentations.

## Biological Sciences

### **BIOL 20 - Spatial Thinking in Ecology and Conservation**

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

Distributive: Dist:TAS

## Chemistry

### **CHEM 95.02 - Biomolecular Simulations**

An advanced treatment of modern computational approaches to the folding, structure, and dynamics of proteins and nucleic acids and their complexes. Topics include folding, searching algorithms, homology modeling, energy landscape deformation, and multi-dimensional searching.

### **CHEM 95.03 - Biomolecular NMR**

The theoretical and practical aspects of the modern use of nuclear magnetic resonance in the study of biomolecules including peptides/proteins, synthetic and natural products, and nucleic acids will be developed.

### **CHEM 95.05 - Protein Crystallography**

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

Distributive: Dist:SCI

### **CHEM 95.04 - Structure and Dynamics of Biomolecules**

The principles that define structure and dynamics of biological molecules are discussed. Dynamics are examined in mechanisms of protein folding, signal transduction, and catalysis. Theoretical and experimental methods that probe structural fluctuations are introduced and explored in detail in examples from modern research.

rotein Crystallography, Chemistry, CHEM, 95.05, cts for the determination of protein structures using X-ray crystallography. Topics will include a detailed description of crystal symmetry

Distributive: diffraction theory

## Classics Classical Studies Greek Latin

### **CLST 10.09 - Quantitative Literary Criticism**

Digitization of vast numbers of texts and rapid advances in computational methods are enabling new forms of criticism in all areas of literary study. Classics was an early adopter of digital technologies, and computation is now pervasive throughout the field, as illustrated by flagship projects such as the Perseus Digital Library. Beyond the familiar examples of digitized texts and simple word searches, scholars and students also benefit from an ever-growing array of sophisticated quantitative tools, and from increasing engagement with diverse technical disciplines – natural language processing, data science, even bioinformatics. Through a survey of recent research at the intersection of Latin literature and the digital humanities, this course will introduce you to the state of the art in quantitative literary criticism. To ground our methodological investigations, we will explore a diverse selection of Latin poetry, including epic (Vergil, Lucan, and Catullus), elegy (Catullus), and comedy (Plautus), and sample some less famous later authors, such as Paul the Deacon and Vitalis of Blois, who were influenced by classical antecedents. At each turn, we will examine the interplay between traditional (close reading, philology, theory) and data-driven analyses of Latin literature and consider how quantitative methods can support humanistic inquiry. Along the way, you will gain hands-on experience with powerful computational tools and be introduced to now ubiquitous critical approaches, such as intertextuality and reception studies. Assigned readings will be in English translation using bilingual Latin-English editions; in addition to reading all of the English, students with Latin will be responsible for understanding and translating “micro samples” of the original texts. The course assumes no prior computational background.

Distributive: Dist:TAS

### **CLST 10.10 - Ancient Medicine**

This course will explore the Greek and Roman origins of medicine in the West. We will analyze how disease came to be understood as a natural phenomenon, and we will examine the different procedures, philosophies, and social roles of doctors in the ancient world. In this investigation, we will encounter many questions with which we are still grappling today, such as: What constitutes scientific thinking? How do science and cultural context determine and reflect one another? What is human nature? Is a disease a moral failing? How do we understand gender and sex in medical terms? All readings will be in translation, and no prior knowledge of medicine or Greco-Roman antiquity is necessary.

Distributive: Dist:TMV; WCult:W

**GRK 30 - The End of the World: Jewish and Christian Apocalyptic Literature in the Hellenistic Era**

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

No knowledge of Greek is required for the class. A basic understanding of Hellenistic Greek will be provided for students without any background. Students with prior Greek training will read the texts in the original language.

Distributive: Dist:TMV; WCult:W

**LAT 18 - Intermediate Topics in Latin**

Meets conjointly with an upper-division course and shares much of its content, but with different requirements and assessments. Typically students taking the course at the intermediate level have shorter reading assignments in the original language and a greater emphasis on language development. For instance, they may take a language test instead of writing the research paper at the end of the term.

**LAT 18.01 - Intermediate Topics in Latin: Mortality and Immortality in Roman Philosophy**

Meets conjointly with LAT 27 (Roman Philosophy) and shares much of its content, but with shorter Latin reading assignments and a greater emphasis on language development.

Distributive: Dist:TMV; WCult:W

**LAT 21 - Love Poetry**

An exploration of the rich tradition of amatory verse at Rome. Readings may come from the love-elegists Tibullus, Propertius, and Ovid, and/or other poets, including Catullus and Horace. Topics to be considered include the art of persuasion in erotic literature; Roman attitudes towards gender, sexuality, and desire; and the emergence and development of Augustan culture.

Distributive: Dist:LIT; WCult:W

**LAT 23 - Roman Drama**

Reading ancient drama allows us to consider the function of artistic production to engage with challenging political

and social questions. The class will read from the comedies of Plautus and Terence and/or the tragedies of Seneca, and will explore features of the comic and/or tragic genre. Latin readings may be combined with one or more Greek plays read in translation.

Distributive: Dist:LIT; WCult:W

**LAT 25 - Roman Historical Writing**

Readings drawn from the rich tradition of Roman historical writing. Selected readings from the works of Caesar, Sallust, Livy, and/or Tacitus will enable the class to think about the character of Latin prose writing in different periods and about the strategies of historians for offering critique and/or affirmation of those in power.

Distributive: Dist:SOC; WCult:W

**LAT 27 - Roman Philosophy**

Educated Romans studied Greek philosophy with enthusiasm and found their own ways to express philosophical ideas in writing. Readings selected from the works of Cicero, Lucretius, Seneca, and others will illustrate how Greek thought was augmented and transformed in the Roman period. Not open to students who have previously received credit for LAT-18.01.

**LAT 29 - Courtroom Speech**

An oration of Cicero, combined with readings in English to illustrate the political circumstances, the methods of legal argumentation, and/or the techniques of public speaking as practiced in Rome.

**LAT 31 - The Italian Countryside**

The environmental concerns of our own time find a counterpart in the Roman fascination with the beauty and fragility of the rural landscape and natural world. Readings may come from pastoral poetry, represented especially by Vergil's *Eclogues*; the literature of farming and agriculture, including Vergil's *Georgics*; and related themes in works by Varro, Horace, Tibullus, and others.

Distributive: Dist:LIT; WCult:W

**LAT 32 - The Poetry Book**

Studies the development of the carefully crafted and deliberately arranged book of poetry at Rome, including one complete *libellus* in Latin with the possibility of additional examples in translation. Authors that may be read include Vergil, Horace, Propertius, Ovid, Statius, and Martial. As time allows, the class will also explore later examples of book design and artistry, drawing on Dartmouth's collection of rare books.

**LAT 33 - The Literature of Science**

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

**LAT 34 - Letter-writing in the Roman World**

The Romans considered letter-writing an important skill and adapted the letter form to many purposes: maintaining friendship, promoting political ends, consolation, education, artistry, and sheer entertainment. Readings will come from the prose letters of Cicero, Seneca, or Pliny; personal notes and letters recovered from archaeological sites; and/or the verse epistles of Ovid or Horace.

**Cognitive Science****COGS 50.02 - The Philosophy and Cognitive Science of Consciousness**

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

**COGS 50.04 - Theories of Consciousness**

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

Distributive: Dist:TMV

**College Courses****COCO 25 - Crisis and Strategy in American Foreign Policy**

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

**COCO 27 - From Jupiter to Jesus: Christianity and the Transformation of the Roman World**

Through an introduction of major works of western literature and art from the Classical and Early Christian world students will be able to consider modern Western heritage as an enduring product of Greco-Roman civilization. Inquiry will include an exploration of how humans' understanding of themselves and their role in the cosmos evolved over the period of the Roman Empire. Students will develop skills in analyzing written texts and works of art. They will be introduced to the intellectual tools used to investigate the transformation of societies impacted by exposure to new ideas and practices.

Distributive: WCult:W

**COCO 28 - History of Attention**

The course will trace a broad outline of the social and cultural history of human attention. We will begin by establishing a firm foundational understanding of attention as a neuroscientific and cognitive phenomenon. We will then proceed to attention in preliterate societies (hunter-gatherers' attention, attentional strategies in oral literary genres, such as the epic narrative); modern forms of attention in literature, music, pictorial art, and film; attention in the context of religious and spiritual practices; and finally, the current state of attention, including the social and political implications of the generalized 'attention deficit disorder' induced by the media and the internet.

**Comparative Literature****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 10.22 - Body Genres: Horror and Melodrama in Fiction and Film**

What might be the similarities between the genres of horror and melodrama, and how would we begin to think about them comparatively? While both genres have often been scorned as low-brow entertainment, these kinds of narratives may also play with a certain amount of subversive self-awareness. How is dramatic “excess” expressed in texts -- from *mise en scène* and campiness, to the uncanniness of horror and the representation of the unbelievable – and what might be the relation of this excessiveness to specifically gendered bodily experiences? Texts may include works by Racine, Balzac, Shirley Jackson, and Stephen King, and films by Hitchcock, Sirk, Kubrick, Almodóvar, and Jordan Peele.

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.

Distributive: Dist:LIT; WCult:W

**COLT 35.04 - Souls Sold to the Devil: The Faust Tradition (In English Translation)**

Faust's famous story of selling his soul to the devil in return for knowledge, wealth, power, love, freedom, or youth has been told in many ways and in diverse media. This course concentrates on Marlowe's *The Tragical History of the Life and Death of Doctor Faustus*, on Goethe's *Faust*, and on Mann's *Doctor Faustus*. It also considers Fausts in French and Russian Literature and in

New England as well as in art, music, and film. Students thus learn how historical, legendary, literary, and other Fausts reflect both hopes and fears of specific cultures at particular times while raising epistemological, ethical, and other issues inherent in the larger, limited modern human condition.

Distributive: Dist:LIT; WCult:W

**COLT 40.07 - Video Games and the Meaning of Life**

Video Games and the Meaning of Life is an interdisciplinary course that explores the philosophies, epistemologies, and praxis of the human condition via the music, narrative, and design of U.S. and Japanese digital games—from the marvels of mundanity (Nietzsche and *Harvest Moon*) to the perils of obedience (Arendt and *The Stanley Parable*), from metaphors of illness (Susan Sontag and *That Dragon, Cancer*) to the transnational rise of today's billion-dollar e-Sports industry.

Distributive: Dist:TMV; WCult:CI

**COLT 49.07 - Living in the City: Intersectional Performances in Urban Space**

How do fictional characters present versions of their identities before others, especially within complex urban landscapes? How does living in cities like Paris, New York, Madrid, Hong Kong, Shanghai, and Barcelona influence one's conception of who one is? This course will examine performances of gender, sexuality, class, and ethnicity in diverse cultural contexts as they are represented in literature, film, and other media. Works by Baudelaire, Benjamin, Butler, Gary, Colette, Varda, Wong Kar Wai, Baldwin, Woody Allen, Anyi Wang, Almodovar, and others.

Distributive: Dist:LIT; WCult:W

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

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

Distributive: Dist:INT or LIT; WCult:NW



**COLT 52.04 - The Tropical Fantastic: Science Fiction, Fantasy, and Horror in Brazilian Literature and Film**

Magic transformations. Hauntings. Mystical worlds. Brazilian authors have been writing about the fantastic and unreal for centuries, a tradition that extends far beyond what has been characterized as “magical realism.” This course will explore this rich literature, both on its own and in a comparative perspective. In particular, we will examine the political, psychological, ecological, and historical questions that these works raise. How, for example, does fantastic literature shed light on psychoanalytic concepts such as the uncanny? How did Brazilian writers in the late 1960s use science fiction, horror, and fantasy to address the repression of the military dictatorship? What kinds of broad theoretical issues arise when looking at this genre? We will read works from “canonical” authors such as Machado de Assis, Lygia Fagundes Telles, Mário de Andrade, and Guimarães Rosa as well as those by lesser-known and up-and-coming writers, comic artists, and filmmakers.

Distributive: Dist:LIT

**COLT 52.05 - On Survivors, Memories, and Tombs: State Violence in South America through Literature and Cinema**

In the 1960s and 1970s, South America experienced a new cycle of state violence perpetrated by military dictatorships. The authoritarian regimes installed in Brazil (1964-85), Uruguay (1973-85), Chile (1973-90) and Argentina (1976-83) caused deep ruptures in collective and individual lives and still resonate in the South American political, social and cultural landscapes. After the democratic systems were reestablished in the region, new facts about the abuse of power by the militaries were disclosed, and a heated debate took place in the public sphere about how to deal with the past. Feature films, documentaries, and fiction and non-fiction literature played an essential role in that debate by providing different strategies of healing scars, honoring victims and survivors, and preserving the memory of both the terror and the grassroots resistance. The experiences and memories of the so-called “dirty war” in Argentina, Brazil, Chile, and Uruguay generated not only several fictional renderings of state terrorism during the “years of lead,” but also a whole series of *testimonios* by those directly affected by it, such as the daughters, sons and spouses of *desaparecidos* who were assassinated by the machinery of state repression.

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

Distributive: Dist:LIT; WCult:NW

**COLT 56.02 - Do the Right Thing! Creativity and Public Engagement in Italy and the United States**

This course explores the confluence of art, literature, cinema, political engagement, and activism in the nineteenth, twentieth, and twenty-first centuries between Italy and the United States. Students will familiarize themselves with the most controversial and influential artists and intellectuals of these periods from both countries and they will also have the opportunity to spend two weeks collaborating with an Italian street artist on a project that integrates learning and awareness into practice.

Distributive: Dist:SOC; WCult:W

**COLT 70.05 - Environmental Imagination: Ecological Narratives for the Anthropocene**

*What can the Humanities teach us about our relationship with the environment?* In this class, students will be introduced to the relatively new field of ecologically oriented literary and cultural studies. We will critically engage with various cultural constructions of environmental concepts and practices in a range of artworks exemplifying different discourses of nature (e.g. mythological, philosophical, scientific) and media (e.g. literature, cinema, land art, music, etc.). We will thus explore how an artwork can convey narratives of environmental resistance and ecological liberation as well as embody the historical continuity between human communities and specific territories. In addition, consideration will be given to the emergence of a number of distinct approaches within the Environmental Humanities, such as critical ecofeminism, biosemiotics, environmental justice, critical animal studies, new materialism, and posthumanism.

We will thus include in our class the rewarding practices of observation, hands-on experimentation, and skill-building perspectives, as well as try as much as possible to move beyond the classroom and embrace the world as an ideal learning space.

Distributive: Dist:LIT; WCult:W

**Computer Science**

**COSC 25.01 - Intro to UI/UX Design I**

COSC 25.01 and COSC 25.02 are hands-on projects-based courses that teach the history, principles, tools, and practice of User Interface (UI) and User Experience (UX) Design. The first term (COSC 25.01) is open to First Year and Sophomore students ONLY and designed for students with an interest in human centered design, product design, UI/UX design, interaction design, graphic design, or any other related field. No previous experience needed. We focus on design for digital tools, but will also explore design for installations and physical spaces. Grading is based on weekly assignments, a blog post, readings, and in-class exercises that build on each other and are intended

to teach the foundational skills and thinking of UI/UX design

Students are expected to take the course for two terms. Students who successfully complete COSC 25.01 are expected to take COSC 25.02 (offered in the following Summer, Fall, or Winter terms), where they will work on a DALI Lab project as a designer. They will design a digital tool with real-world impact, as part of a team of designers, developers, and a project manager.

### **COSC 25.02 - Intro to UI/UX Design II**

COSC 25.01 and COSC 25.02 are hands-on projects-based courses that teach the history, principles, tools, and practice of User Interface (UI) and User Experience (UX) Design. The first term (COSC 25.01) is open to First Year and Sophomore students ONLY and designed for students with an interest in human centered design, product design, UI/UX design, interaction design, graphic design, or any other related field. No previous experience needed. We focus on design for digital tools, but will also explore design for installations and physical spaces. Grading is based on weekly assignments, a blog post, readings, and in-class exercises that build on each other and are intended to teach the foundational skills and thinking of UI/UX design

Students are expected to take the course for two terms. Students who successfully complete COSC 25.01 are expected to take COSC 25.02 (offered in the following Summer, Fall, or Winter terms), where they will work on a DALI Lab project as a designer. They will design a digital tool with real-world impact, as part of a team of designers, developers, and a project manager.

Distributive: Dist:ART

### **COSC 29.22 - Augmented and Virtual Reality Design**

This hands-on projects-based course exposes digital arts students to the aesthetic, technical, and societal issues surrounding the emerging frontiers of digitally mediated realities. Students learn the fundamentals of augmented and virtual reality design and are introduced to interactive development for VR/AR. COSC 29.22 and COSC 89.22 have class together and work together on teams. Designers in this course create assets and design the UI/UX while developers build interactive digital tools, games, and visualizations. This course will also address the sociological implications of the technology.

### **COSC 66 - Game Development Principles Applied In Educational/Serious Games**

Digital games are a growing platform for education, entertainment, and visualization with a myriad of technological and theoretical challenges. This course explores the concepts and techniques involved in developing real-time 2D and 3D games, as well as the opportunities and constraints when applied to the field of

serious games in areas such as education, healthcare, scientific visualization, emergency planning and response, government, and engineering. Topics include: 2d and 3d game engines, game ai, procedural generation, real-time rendering pipelines, game physics, shaders, game programming patterns, networked games, state synchronization, and game mechanics. Projects include building games from scratch such as an online multiplayer game with a server-side component.

Distributive: Dist:TAS

### **COSC 69.13 - Multirobot Systems**

Multirobot Systems is a seminar-course that will explore why multirobot systems are important, the extra challenges that need to be addressed, and the current state of the art in deploying multiple robots.

Students will learn the computational aspects of multiagent and multirobot systems, including sensing, coordination, and communication, and will have the opportunity to develop and evaluate a behavior on a real multirobot system.

Distributive: Dist:TAS

### **COSC 73 - Computational Photography**

Computational photography lies at the intersection of photography, computer vision, image processing, and computer graphics. At its essence, it is about leveraging the power of digital computation to overcome limitations of traditional photography. The course will cover the optics of cameras and sensors, how cameras form images, and how we can represent them digitally on a computer. We will focus on software techniques like image processing algorithms for photography, high-dynamic-range photography and tone mapping, and the math and algorithms behind popular image manipulation tools like Photoshop. Coursework will include taking some photos and implementing several algorithms to manipulate those photos in weekly programming assignments (in C ). We will also read, present and discuss recent research papers in the field. By the end of the term, students should have an understanding of the capabilities and limitations of photography today, and have sufficient background to implement new solutions to photography challenges.

Distributive: Dist:TAS

### **COSC 89.18 - Computational Methods for Physical Systems**

The Physical Computing course introduces students to mathematical concepts and algorithmic techniques for developing computational approaches to simulate, optimize, design, and control various physical systems. Course topics cover fundamental numerical approaches for modeling and simulating rigid body, soft body, and cloth, as well as design and optimization algorithms for drones and soft robots. The materials will be illustrated using

examples and applications from physics-based animation, robot design, fashion design, and 3D printing.

Distributive: Dist:TAS

### **COSC 89.19 - Machine Learning for Robotics**

Machine Learning for Robotics is a course mixed with lectures, students' presentations, and assignments that explore machine learning techniques for robotics applications. After a review of some supervised and unsupervised machine learning techniques, we will focus on some specific ones, currently popular in robotics, including reinforcement and deep learning. Students will have the opportunity to use machine learning frameworks for some robotics problems.

Distributive: Dist:QDS

### **COSC 89.20 - Data Science for Health**

Data science is being employed across diverse fields to improve human sensing and health. However, there are still many untapped opportunities. This course will cover state-of-the-art methods for data acquisition and analysis, with an emphasis on interpretation of behavioral and physiological data. Students will develop their skills by reading, presenting, and critiquing seminal research papers in the health space. The course will also include assignments and a group project to reinforce concepts and methods widely used in data science.

Distributive: Dist:QDS

### **COSC 89.21 - Data Mining and Knowledge Discovery**

This course introduces the basic concepts, principles, methods, implementation techniques, and applications of data mining. The course covers all the steps required to turn raw data into meaningful insights, including: obtaining and cleaning data, pattern discovery, and data visualisation. Throughout the course, students will work on data mining projects using real-world data to gather hands-on experience. The course will be taught in Python.

Distributive: Dist:TAS

### **COSC 89.22 - Augmented and Virtual Reality Development**

This hands-on projects-based course is for developers who have completed COSC 10. It covers the technical, aesthetic, and societal issues surrounding the emerging frontiers of digitally mediated realities. Students learn the fundamentals of augmented and virtual reality development, while working in small interdisciplinary teams with digital arts students who are concurrently enrolled in COSC 29.22. COSC 89.22 and COSC 29.22 have class together and work together on teams. Developers in this course build interactive digital tools, games, and visualizations, while designers create assets and the interface. This course will also address the sociological implications of the technology.

### **COSC 98.02 - Senior Design and Implementation Project II**

Participation in a software engineering group project to meet a real-world need. Group members are responsible for all aspects of a software system, including iterative requirements analysis, design, implementation, and testing. The course also stresses customer interactions, documentation, process, and teamwork. The result is a software product of significant scope and significant benefit to a user base.

Open only to students pursuing a major in Computer Science or a modified major with Computer Science as the primary part. 98.01 and 98.02 constitute a two course sequence, and they must be taken in consecutive terms, either fall/winter or winter/spring, normally in the senior year.

## **Creative Writing**

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

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

Distributive: Dist:LIT; WCult:NW

### **CRWT 40.08 - Dystopian Visions: Exploring the Fiction of Catastrophe and Apocalypse**

What do dystopian fictions say about our world, our place in it, and the future before us? Are they merely reactions to damaging contemporary trends or richly imaginative, fully realized conceptions of what is to come? Via intensive reading, discussion of work in the genre in combination with contemporary essays, newspaper accounts, film and documentary, we will consider the power of fiction to shape and draw attention to the dilemmas that face humankind in the 21st century and beyond. We will touch upon and reference those earlier works that have shaped the genre, such as *We* by Yevgeny Zamyatin, Aldous

Huxley's *Brave New World* and *1984* by George Orwell, but our primary focus will be on those fictions of the last forty years that ring prophetically and frighteningly true vis-à-vis events in our current world. We'll be reading a wide variety of authors, which may include, Harlan Ellison, Philip K. Dick, Cormac McCarthy, J.G. Ballard, John Wyndham, Richard Matheson, and Anthony Burgess. Students will write two short stories that extend a particular author's dystopian vision, and a longer fiction originating from their own imaginings.

Distributive: Dist:ART; WCult:W

## Earth Sciences

## Economics

## Education

## Engineering Sciences

### **ENGS 17.04 - Making Music: The Art, Science, and Symbolism of Musical Instruments**

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

Distributive: WCult:NW

### **ENGS 85.08 - Embedded Systems**

A vast number of everyday products, from home appliances to automobiles, are controlled by small embedded computers, invisible to the user. This course introduces, at an elementary level, the three basic components of all such embedded systems: sensors to measure the physical environment, actuators to produce the system behavior, and a microcontroller that processes the sensor data and controls the actuators. Topics: microcontroller architecture and programming, writing embedded software, analog- to-digital and digital-to-analog conversion, interfacing sensors and actuators, and data communication. There are daily in-class design exercises and weekly labs. Enrollment for this initial offering is limited to 12 students.

## English and Creative Writing

### **ENGL 53.38 - Narratives of Un-belonging: Bad Asians, Queer Texts**

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

Distributive: Dist:LIT; WCult:CI

### **ENGL 53.39 - Haunted Houses in American Literature**

This course takes a tour of haunted houses in American literature and film. What happens when the specter-filled estates of the European Gothic novel are transposed from the wild and windy moors of England into the corn fields of middle America? Or the hallways of the apartment building? Or the bungalows of suburbia? What does it mean to be haunted? What does it mean to be a house? Visiting mansions and plantations, churches and asylums, apartments and cabins, wombs and spaceships, we will consider who—and what—has been haunting the dwelling places of the 20th century and contemporary American imaginary. Authors will include William Faulkner, Toni Morrison, Edgar Allan Poe, and Shirley Jackson.

Distributive: Dist:LIT; WCult:W

### **ENGL 53.41 - Black Love & Its Discontents: Barry Jenkins**

How might we think about the shape, tenor, and texture of something like black love, its core principles and practices, in a world where anti-black sentiment serves as a structural logic? In the midst of such unrelenting violence, how have black people managed to love each other, love themselves, love living? What language have they crafted, historically, to describe such an expansive, radical project? For the purposes of this course, we will linger with a wide range of cinematic and literary moments with the aim of framing a much larger conversation about the uses of black art-making as a means through which we might access a critical vocabulary for black feeling; might assert the breaking into the world of a black love that is both

resistance and that which exceeds it, love as a sort of black operation, black love as an act of *marronage*. Towards that end, this course will employ the films of contemporary writer and director Barry Jenkins, and place them in direct conversation with a larger constellation of writings within the African American literary tradition. Through our collective investigation of these texts, we will work together toward the elaboration of an aesthetics of black love.

**ENGL 53.42 - Postmodern" Britain: Fictions of Pluralism, Dystopia (and Brexit)**

Contemporary Britain can be seen as a divided state: leave versus remain, cosmopolitan urbanism against conservative rural communities, post-imperial malaise and the rise of global Anglophone influence. Britain is also a literary hotbed, home to the Man Booker Prize for Fiction and an arena in which cultural production (and social debates) still take the form of narrative. What is “Britain” at the start of the twenty-first century, in what is ostensibly a post-war, post-imperial, and post-modern era? How do fiction writers respond to the twin pulls of national nostalgia and multicultural, intersectional identities? How do experiments in narrative form and genre speak to the emergence of new social and political formations? How does contemporary British fiction adapt or respond to a longer (and well-established) lineage of UK novelists (from Austen and Dickens to Virginia Woolf)? This course focuses on British fiction published after 1980, including works by authors who identify as Black British, queer, feminist, Muslim, and immigrant. Possible authors include Zadie Smith, A. S. Byatt, Ian McEwan, Sarah Waters, Kazuo Ishiguro, Jeanette Winterson, and Hanif Kureishi.

Distributive: Dist:LIT; WCult:W

**ENGL 53.43 - Race and Modernity: W.E.B. DuBois, James Baldwin, Lorraine Hansberry**

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

**ENGL 54.05 - Animal Studies: Theory, Literature, Politics**

The emergent field of animal studies tackles pressing philosophical and ethical questions about who we are as a species. How are the distinctions between “animal” and “human” understood, destabilized, and/or deconstructed? What does it mean to recognize animals as sentient beings endowed with their own agencies rather than objects for use by humans? This course provides an introduction to animal studies, including such questions as inter-species communication, extinction, animal rights, ecologies, and species identities. Students will study texts across the

interdisciplinary field by such authors as Lacan, Derrida, Deleuze, Haraway, Wolfe, Chen, and Moore, as well as foundational texts by Darwin, Montaigne, and Freud. As a class, we will discuss how theoretical perspectives on animals alter our readings of literary texts—including fiction by such authors as Rudyard Kipling, J. M. Coetzee, Karen Joy Fowler, Virginia Woolf, Yann Martel, and Franz Kafka—even as we raise contemporary concerns about climate change, extinction, and species justice.

Distributive: Dist:LIT

**ENGL 55.19 - Maroons to Marley: Jamaica's Role in Worldwide Revolutions from Slavery to the Present Day**

In 1738, a hundred years before legal emancipation came to England’s New World slave colonies, Jamaica’s Maroons forced the colonial power to sign a treaty granting sovereignty to Maroon communities across the Caribbean island. As the first Africans in the New World to achieve this feat, Maroon warriors directly and indirectly influenced abolitionist and revolutionary movements throughout the Americas—including, of course, revolts in Haiti and the United States. These warriors continued to inspire the revolutionary actions of other oppressed and/or enslaved individuals for generations, and indeed, a revolutionary ethos pervades Jamaican culture and artistic production from the colonial period to the present moment. This course traces the impact of “Jamaican” revolutionary figures on other revolutionary figures and events worldwide. Moving chronologically, from colonialism to the present day, the course examines influences such as African/Jamaican Maroon *leaders* direct impact on other revolutions throughout the Americas; Mary Seacole’s exchanges with and impact on Florence Nightingale during the Crimean War; Marcus Garvey’s impact on the Harlem Renaissance and the Rastafari religion; Claude McKay’s revolutionary impact on vernacular poetics and on the “Red Scare;” Louise Bennett’s mid-twentieth century revolutionary, feminist, vernacular poetics and her impact on female performers in the Americas, Europe, and Africa; Bob Marley and Damian Marley’s impact on politics and revolutionary movements in Liberia and Ghana; and finally, the impact of Staceyann Chin’s outspoken poetics on LGBTQ rights in the Caribbean and in other marginalized African diasporic communities.

Distributive: Dist:SOC

**ENGL 62.03 - Nineteenth-Century British Women Writers**

For the first time in literary history, women writers found commercial and critical success in England during the nineteenth century. Women writers of this time were keen observers of the social codes that formed—and constrained—their identities. Though women wrote in many genres in this period, this course will focus on major novels of the nineteenth century because of the particular

strategies female novelists used to open up hard questions about social identity, and particularly social possibilities for women. Questions about gender clearly implicate sexuality, class, ethnicity, race, and power, as well, in complex, compelling, and unexpected ways. We will read works by Jane Austen, Mary Shelley, Emily Brontë, Charlotte Brontë, Elizabeth Gaskell, and George Eliot, and we will end the class by reading substantial excerpts from the private, unpublished diaries of the women writers who published as “Michael Field.”

Distributive: Dist:LIT; WCult:W

### **ENGL 64.05 - Cultural Analytics**

This course is an introductory course and assumes no prior knowledge of literary studies, critical approaches, statistics, or data analysis. It provides an overview of emergent quantitative methods and theories used by humanists to study data in text and text as data. As we examine these objects, we'll ask questions about the differences, in terms of methodology and interpretive practices, between the social sciences and the humanities. In developing answers to these questions, we will explore recent quantitative methods alongside traditional methods of humanistic inquiry. The goal of the course is to enable students to evaluate data, methods, and interpretations produced from quantitative research in the humanities and to conduct their own research.

Distributive: Dist:QDS

### **ENGL 64.06 - Animal, Vegetable, Medium: Writing Nonhuman Sentience and Communication**

What do animals see, hear, and smell with their different senses? Through what media do they communicate? Do plants have a kind of sentience? Given that we can never get inside the head (or leaf) of another species, can we really know anything about their consciousness? Writers and theorists have been asking these questions for centuries, often in dialogue with the science of animal behavior. This course looks at a contemporary multidisciplinary tradition that attributes sentience and communication to animals, plants, and fungi. Over the course of the term, we address three interlocking problems as they appear in a varied archive of print and visual media 1) the problem of accessing the subjective experience of other species 2) the problem of communicating with other species, and the question in what media it might be possible 3) the problem of communicating with other human beings about 1 and 2, and the question of what media best serve this purpose. We also ask what these aesthetic and theoretical traditions offer us now, during the “Anthropocene” or the current epoch when humans have become a geological force shaping the Earth. We ask whether or not they have the potential to interpret it from a different perspective, whether or not they can inform environmentalist politics, and what their implications might be for social justice. This advanced course in

environmental media studies also incorporates readings that reflect on the field’s particular theories and practices.

### **ENGL 74.05 - Word-Image Theory**

Words in dialogue with images pervade our textual landscape in the form of advertisements, comics, instructional diagrams, and photo essays, and the entanglement of symbol systems once thought of as separate has become routine in digital display. Word-image theory seeks to understand these entanglements, analyzing the conceptual intersections of the literary and the visual. In this seminar, students will be invited to re-conceptualize those intersections by becoming familiar with the core arguments of word-image studies, iconology, picture theory, and visual culture studies. Creative authors may include Chris Ware, Claudia Rankine, and W.G. Sebald, and critical authors may include Panofsky, Barthes, Foucault, Mitchell, and Bal.

Distributive: Dist:LIT; WCult:W

## **Film and Media Studies**

### **FILM 41.11 - Genre: History of Visual Music**

This course introduces the history of visual music, the exploration of the relationship between music and abstract imagery. Students will investigate this subject from its predecessors to current day-tracing the constantly expanding practices of visual music through painting, cinema, performance, and installation-form intuitive sketch films to complex algorithmic works.

Distributive: Dist:ART; WCult:W

### **FILM 41.16 - Space and Genre**

This course explores representations of space and place in Hollywood genres. We will examine the musical, the melodrama, and film noir to discern how space informs and complicates their conventions; discuss how cinematic representation of specific spaces (the apartment, the city, the hotel) blurs genre boundaries; and consider how race, gender, and sexuality influence cinematic representations of spaces. Students will produce their own video essays to intervene in current scholarly debates on cinema, genre, and spatial representation.

Distributive: Dist:ART; WCult:W

### **FILM 41.17 - Time and Technology/Water In the Lake: Real Events for the Imagination**

This class, based on the book Water in the lake: Real Events for the Imagination(1979) by Kenneth Maue, fuses cinema, the studio arts, sound, and theatre with the natural landscape in an intense study of improvisation, collectivity, and collaboration in conjunction with the environment. Looking at religion, law, science, and politics as a way to consider cinema, sound, land art, site specificity, performance, and the unfolding of real time

events within the artistic context, we will gain the critical capacity to understand intersections of cinema, performance art, video art, land art, and sonic practice. Through viewing films, listening to sounds, and studying works of art spanning painting, sculpture, installation, site-specific practice, and performance, we will inspire and provide critical/historical contexts for your personal work in the course.

Distributive: Dist:ART

### **FILM 42.16 - Cinema of Black Protest**

This course considers Black histories of protest in conjunction with the history of Black representation in film. We will analyze historical documents, scholarly articles, legal cases and historical accounts of the major moments in Black resistance in the United States. We will begin with the protests against lynching in the early twentieth century and the Civil Rights and Black power era of the 1970's Blaxploitation film genre through contemporary independent films. We will discuss issues of race and gender, racism, sexuality and homophobia as well as misogyny and sexism in Black representation. Students will be expected to watch and discuss films as well as read scholarly articles on race theory, queer theory, feminist theory and cultural criticism.

Distributive: Dist:SOC; WCult:W

### **FILM 42.17 - Of Golems, Vampires, and Robots: The Haunted Screen of Weimar Cinema**

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

Distributive: Dist:ART; WCult:W

### **FILM 47.27 - The Hollywood Studio System**

This course explores the historical foundations of the Hollywood Studio System (1925-1960) in relation to how creative decisions were made and practices of production and promotion were enacted in the business of industrial film production during that era.

Distributive: Dist:ART; WCult:W

### **FILM 47.28 - Queer Cinema**

What constitutes queer aesthetics and politics today? How does it relate to fights for LGBTQ rights? And how have these questions been represented on screen? This course will address these questions by introducing students to the history and theory of “Queer Cinema” broadly construed. We will pay particular attention to the aesthetic strategies

and political interventions of filmmakers who use film to address broader debates in queer theory and LGBTQ history.

Distributive: Dist:ART; WCult:CI

### **FILM 48.02 - Video Art**

This theory/practice studio course explores the medium of video as an art form. Through a survey of historical and contemporary works, students will examine how history, access, culture and technological shifts have influenced and changed how artists work with the moving image and time-based media. From early portable video rigs and live video to the use of animation, netart, streaming video, and memes, the course will unpack role that film, video, sound, writing, performance, abstraction, installation, structure, streaming and narrative forms have played in their work. Students create individual video projects to develop their artistic voice and point of view; they engage with properties that distinguish video art practices while completing a series of creative experiments in order to develop a personal media vocabulary. Students will use video art to expand our understanding of time, space, sound, representation, and narrative.

Distributive: Dist:ART

### **FILM 50.03 - Topics in Film Theory: Exploring the Archive**

This course will introduce students to new capacities for archival research and explore new directions of archival scholarship regarding film, television, and media history. Inspired by the turn to “preservation plus access” that characterizes many media archives today, this course will provide a set of perspectives from archivists, scholars, and film/video makers regarding new modalities of textual collections, availability, and delivery that promise to deepen media studies as a set of interdisciplinary research and production practices.

Distributive: Dist:ART; WCult:W

### **FILM 50.04 - Video Games and the Meaning of Life**

Video Games and the Meaning of Life is an interdisciplinary course that explores the philosophies, epistemologies, and praxis of the human condition via the music, narrative, and design of U.S. and Japanese digital games—from the marvels of mundanity (Nietzsche and *Harvest Moon*) to the perils of obedience (Arendt and *The Stanley Parable*), from metaphors of illness (Susan Sontag and *That Dragon, Cancer*) to the transnational rise of today's billion-dollar e-Sports industry.

Distributive: Dist:TMV; WCult:CI

## French and Italian Languages and Literatures

### **FREN 40 - Acting French**

*Acting French* is a practical approach to French theater and its role in constructing French identity. Throughout the trimester, we will read, analyze, watch and then perform scenes from French plays. By the end of the trimester, we will learn how to interpret theater as a performance, and use that knowledge to perform scenes from plays. Works by Marivaux, Racine, Musset, Beckett, Mouchkine, and others.

Distributive: Dist:LIT; WCult:W

### **FREN 45 - Dartmouth Meets the French Enlightenment**

Can we trace Tri-Kap's origin to the secret societies, masonic lodges, salons and cafés that arose prior to the French Revolution? This course will trace the migration of texts from France to Dartmouth where 18th-century literary societies - Social Friends (1783), United Fraternity (1786), Phi Beta Kappa (1787), and later Tri-Kap (1842) – read French Enlightenment texts on human rights as well as on the forms of sociability recently developed in France and at Dartmouth.

Distributive: WCult:W

### **FREN 75.03 - Cinema and Modern Life**

This course will propose a historical overview of French cinema, with a particular emphasis on the relationship between cinema and the idea of the modern or modernity. How was cinema perceived as a modern, technological art? How was cinema positioned in relation to utopian and dystopian visions of industrial capitalist modernity? How did cinema contribute to these visions? To respond to these questions, this course will examine texts and films associated with many of the most important cultural, intellectual, and political movements in twentieth-century France: socialism, communism, anarchism, naturalism, surrealism, modernism(s), poetic realism, Left Bank cinema, the New Wave, *cinéma vérité*, formalism, *le cinéma du look*, postmodernism(s).

Distributive: Dist:ART; WCult:W

### **FRIT 37.07 - Do the Right Thing! Creativity and Public Engagement in Italy and the United States**

This course explores the confluence of art, literature, cinema, political engagement, and activism in the nineteenth, twentieth, and twenty-first centuries between Italy and the United States. Students will familiarize themselves with the most controversial and influential artists and intellectuals of these periods from both countries and they will also have the opportunity to spend two weeks collaborating with an Italian street artist on a project that integrates learning and awareness into practice.

Distributive: Dist:SOC; WCult:W

### **ITAL 5 - Italian Express**

This innovative introductory course will provide you with the linguistic and cultural skills you will need to effectively function in Italy and fully enjoy its wonders. At the end of this course you will be able to converse in Italian in a social setting and to understand and communicate information regarding travel, public transportation and housing; food and restaurants; shopping; technology; health; money; and more. Each week, three class meetings are combined with three drills and authentic cultural content provided in a weekly online module. This course is the equivalent of Italian 1 and fulfills the prerequisite to Italian 2.

Distributive: Dist:ART; WCult:W

### **ITAL 10.21 - Eat, Pray, Love: Modes of Desire in Italian Literature**

An introduction to Italian Literature, especially short prose fiction and poetry. In this course, we will study the ways in which desire drives narrative plot; contributes to the creation of meaning; and challenges traditional constructions of politics, identity, community, gender and sexuality. Attention will be given to building a vocabulary and critical toolset for interpreting and writing about literary texts from Middle Ages to the contemporary period.

Distributive: Dist:LIT; WCult:W

### **ITAL 14 - Journey to Italy: An Introduction to Italian Culture**

This course introduces students to Italian culture through a representative selection of texts and topics from past to present, as well as encouraging students to think critically about notions of culture and identity. Topics include stereotypes and the idea of national identity, modern history, society and politics, food culture, the visual arts, music, cinema, religion, science and technology, the environment, Made in Italy, immigration, sports, and mafia. In many units, guest lecturers will widen the discussion by considering the global impact of Italian cultural production across time and space. Students will actively engage with Italian cultural phenomena through in-class lectures and discussions, hands-on exercises, and site visits.

Distributive: Dist:SOC; WCult:CI

### **ITAL 34 - Renaissance Studies in Translation**

An examination of Italian Renaissance masterpieces in translation, which will explore the centrality of Italian ideas and ideals to the development of literary and cultural norms in Italy and Europe. Topics offered under the ITAL 034 rubric will vary.



Open to all students. Text, lectures and discussion in English. Students taking the course for major or minor credit in Italian will attend a weekly x-hour and do all written work in Italian.

### **ITAL 37 - Topics in Literature and Culture**

Offerings of this course will consist of various topics in Literature and Culture. Open to all students. Text, lectures and discussion in English. Students taking the course for major or minor credit in Italian will attend a weekly x-hour and do all written work in the Italian.

## **Geography**

### **GEOG 37 - A Climate for Human Security**

This course examines the extent to which the biogeophysics of the climate system and global warming determines human welfare and security. Using original climate analyses and critical evaluation of the scientific literature, we will examine topics such as the consumptive and paradoxical dimensions of the climate problem, climate and political violence, climate mitigation, climate adaptation, and climate geoengineering.

Distributive: WCult:W

### **GEOG 58 - Critical Analysis in GIS**

This course develops the elements of critical analysis using geographic information science (GIS). While using GIS as a method to ask questions and analyze geospatial data, students will also explore the ways that GIS is shaped by its underlying assumptions, embedded politics, societal impacts, knowledge-generation capabilities, and other limitations. Lab sessions will incorporate learning GIS analysis in the open source statistical package “R”, in tandem with readings and discussions about the theoretical and social dimensions of GIS.

Distributive: Dist:TAS

### **GEOG 63 - Racial Geographies: Race and the Politics of Place**

This course will explore various themes surrounding the ways in which race shapes the way we understand ideas of place. With a focus on Africa and its diaspora, the course looks at the movement of people and ideas inherent in the concept of diaspora and reflects on how people also reshape social worlds that challenge the way we commonly understand the world to be divided (i.e. by political territories like “countries” or by physical geographies like “continents”). The goal of the course is to start with the concept of “Blackness” and unpack the complexity of various other racial and spatial categories like “Sub-Saharan Africa” “Arab North Africa” “the West” and “diaspora.” The three general themes of territory, flows, and space/futurisms, will be explored in relation to the way

they are experienced by people in everyday life, therefore the readings will primarily be ethnographic, following African descendant communities in Africa, Europe and the Americas. However, we will tackle these issues through history and fiction writings as well.

Distributive: Dist:SOC; WCult:CI

### **GEOG 70.01 - Witchcraft and Biomedicine**

This course examines the question of health, what it is, who it’s for, and who decides. By focusing on three themes – becoming a doctor or healer; health, illness, and suffering; and health as a nature-society question – through both biomedicine and witchcraft, we approach health from multiple angles. So doing, we will learn about a number of different methodological approaches and theoretical orientations, learning not just about specific case studies, but also about how geographers and related social scientists ask and answer questions.

Distributive: Dist:SOC

### **GEOG 80.06 - Women in Asian Cities**

We live in a time of increasing urbanization and globalization, paralleled with prevailing poverty and uneven access to infrastructure. In this course, we will explore these issues through a focus on women across Asia. We will also examine how politics of race, class, caste, religion, and migration status shape urban experiences for these women. Major thematic areas for this course include migration, informal economies, mobility, culture, and urban nature. The class will draw on academic scholarship, newspaper articles and popular culture to introduce gendered perspectives on cities across Asia including Istanbul, Tehran, Mumbai, Hong Kong, and Manila.

Distributive: Dist:SOC; WCult:CI

### **GEOG 80.07 - Race, Space, and Nature**

Ideas of racial difference are frequently advanced as “natural” truths about the world, linked to normative conceptions of environmental relations. Reciprocally, racism—as a set of deadly ideological and material practices articulated around purported group differences—has profoundly shaped conceptions of non-human nature. This course asks how race is inflected in the politics and practices through which humans interact with the “natural” world, and explores the implications for contemporary movements and mobilizations for environmental justice.

Distributive: Dist:SOC

### **GEOG 80.08 - Geospatial Technologies and Society**

Beyond mapping the world, how do geospatial technologies help shape it? This course analyzes the political, economic, social, and cultural implications of geospatial data, media, and technologies. Topics covered include self-driving cars, Google Maps, and big geospatial

datasets like satellite imagery repositories. Drawing on a variety of conceptual frameworks, students will learn how to evaluate geospatial technologies not only through their technical underpinnings, but also via their space-making processes and embeddedness in our everyday lives.

Distributive: Dist:SOC

## German Studies

### **GERM 42.07 - Intercultural Communication**

This interdisciplinary class introduces students to key topics of intercultural communication. Through role plays, experiential exercises, and analyses of case studies from the global industry and world politics students will learn about significant components of their own culture and other cultures. Drawing on concepts from linguistics, psychology, anthropology, sociology and business studies, we will problematize notions of an “essential” cultural identity, while analyzing international relations and common conceptions and misconceptions in a global context.

Distributive: Dist:INT or SOC; WCult:CI

### **GERM 42.08 - Mind Reading: Media and the Brain**

How do we know what someone else is thinking or feeling? How do we conceptualize how our own minds operate? We will look at representations of the mind and brain in a range of media, studying literary texts that deal thematically with physiognomic or psychoanalytic thought; innovations in narrative form that allowed for more direct access to the psyche; visual and filmic representations of the mind and brain; and recent empirical studies of literature. In English.

Distributive: Dist:LIT

### **GERM 42.09 - The Power and Spirit of Music In German Literature**

This course treats prominent examples of the historically close relationship between the proverbial “sister arts” of literature and music. It treats hymns, plays, poems, and prose fiction set to music in cantatas, songs, song-cycles, and operas, as well as in ballets and in film. It also treats prose fiction describing music, singers, musicians, and composers. Conducted in English.

Distributive: Dist:ART; WCult:W

### **GERM 47.01 - Marketplace Germany: Language and Culture of the German Economy**

*Marketplace Germany* examines the economic culture and language of the German speaking world. It includes intercultural case studies on production, trade and consumer culture from Germany, Austria and Switzerland as well as Germany’s relationship with the E.U. and other global trading partners. Through readings, compositions

and hands-on projects students learn how German business is conducted in major German industries and they acquire basic business German. No prior knowledge of German required.

Distributive: Dist:INT or SOC; WCult:W

### **GERM 64.04 - Theater and the Revolution**

The modern theater is born from the spirit of unrest and revolution. This course is an introduction to the concept of the revolution and its relation to some of the most groundbreaking plays of modern drama. Particular emphasis will be given to the intersection between theater and history, art and politics, stage and the passion for justice. But along the way, we will cross the question of love, betrayal, disgust, rage, melancholia and death. We will read plays by Georg Büchner, Bertolt Brecht and Peter Weiss, and by contemporary playwrights Heiner Müller and Elfriede Jelinek (class in German).

Distributive: Dist:LIT; WCult:W

### **GERM 65.07 - Babylon Berlin**

This interdisciplinary class investigates representations of the city of Berlin from the 19th to the 21st Century. We will draw from literature, autobiography, philosophy, film, and architecture to discuss Berlin’s shifting political geographies. The class will be conducted in German. This course also counts as the culminating experience for seniors majoring in German, who will meet as a group five times over the term during the x-hour.

Distributive: Dist:INT or LIT; WCult:CI

### **GERM 65.08 - The Case Study: From Detective Fiction to Medical Narratives**

This course surveys some of the most famous case studies in German cultural history. We will read a range of cases, from psychological case studies to detective fiction, with an eye to specifying the literary and scientific qualities of the genre. What kind of knowledge do case studies transmit and how do they transmit it? What stylistic and generic conventions do authors of case studies draw upon? Conducted in German. German majors may take this course as their Culminating Experience by doing additional work.

Distributive: Dist:LIT

### **GERM 82.06 - Translation: Theory and Practice**

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

Distributive: Dist:INT or LIT; WCult:W

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

Bad books make good movies? This is the question in today's Germany more than ever. Transforming bestsellers into films, series, graphic novels and radio plays has become the latest trend. This course deals with this relatively new phenomenon. Not only will we talk about what sets one media apart from the other; the works by Wolfgang Borchert, Günter Grass, Christine Nöstlinger, Marcel Beyer, W.G. Sebald, Timur Vermes and Volker Kutscher all deal with the Third Reich: But can visuals do the same as texts here? And what about the change of the concept of "German guilt" in the past 75 years? Taught in German.

Distributive: Dist:LIT; WCult:W

## Government

**GOVT 19.06 - By the Numbers: Race, Incarceration and Politics**

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

Distributive: Dist:QDS

**GOVT 20.02 - Capitalism and Government**

We use the term government and "commonwealth" interchangeably because we expect government to advance the actions of free people creating wealth—not just rich and propertied people, but all who benefit from economic development. As Adam Smith put it, it is the responsibility of the "sovereign" to "facilitate commerce-in-general." This course will trace the career of this assumption back to its originators. It will begin with the evolution of market relations from the peculiar history of seventeenth-century Britain. It will then look at the succession of thinkers who, having embraced the novel scientific methods of the day, sought to understand economic affairs as themselves governed by scientific laws; and who then sought to ground the legitimacy of commonwealths in laws, regulations and interventions that engendered wealth. One goal of the course is to familiarize students with foundational thinkers who gave us the discipline of economics: Hobbes, Locke, Rousseau, Smith, Ricardo, Marx, Mill, and Spencer. But the final goal is to consider how foundational ideas have shaped political economic

debates in America for the past hundred years: Keynes, Von Hayek, and Schumpeter.

Distributive: Dist:SOC

**GOVT 20.08 - 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

**GOVT 20.09 - Populism and Democracy in Europe**

This course aims to familiarize you with post-WWII European politics and is divided into two sections: European political systems, and the European Union.

The first section analyzes the political institutions of European countries through a comparative approach. We will focus on political parties, identity politics, electoral systems, and systems of government. The second section analyzes the history and institutions of the European Union, and discusses important issues and challenges, including enlargement, the eurocrisis, and Brexit. Throughout the course, we will explore the impact of populism on politics in Europe, and what this means for the quality of democracy both within countries and the EU.

Distributive: Dist:INT or SOC

**GOVT 30.04 - Political Misinformation and Conspiracy Theories**

Why do people hold false or unsupported beliefs about politics and why are so those beliefs so hard to change? This course will explore the psychological factors that make people vulnerable to political misinformation and

conspiracy theories and the reasons that corrections so often fail to change their minds. We will also analyze how those tendencies are exploited by political elites and consider possible approaches that journalists and civic reformers could employ to combat misperceptions.

Distributive: Dist:SOC

### **GOVT 30.12 - Affirmative Action in Higher Education**

Although it has been over 50 years since John F. Kennedy issued an executive order to implement affirmative action policies, institutions of higher education continue to look for ways to encourage minority and low-income students to matriculate. Furthermore, the pendulum has swung the other way with lawsuits against the policy's implementation at institutions such as Harvard, UC Berkeley, UT Austin, and the University of Michigan. Educational institutions stress their desire for diverse, well-rounded, high achieving classes and continue to implement methods to attract highly qualified students, but are their methods both successful and fair? How can educational administrators, parents and community members work together to improve college access and increase equality? Has affirmative action outlived its purpose? Has the college access gap widened or shrunk? Are students' experiences on campus living up to their promise of equal opportunity? This course will explore the topic of affirmative action through some traditional classroom techniques (reading/ writing/ discussion) and some experiential education techniques in keeping with President Hanlon's call for such techniques, including a public policy portfolio project, conversations with professionals who administer affirmative action at colleges and universities, and pitching proposals to a panel of public policy experts.

Distributive: Dist:SOC

### **GOVT 40.24 - Dictatorship and Dissent: the Middle East in a Global Context**

Dictatorship is the defining characteristic of some governments, especially in the Arab world. Dictatorship is usually described as a strongman imposing his will on the nation through sheer force. French political philosopher Étienne de La Boétie (1530–1563) in his seminal essay *Discours de la servitude volontaire (Discourse on Voluntary Servitude)* presented the existence of a dictatorship as a relationship between two parties. Before every dictator is a population that is willing to accept rule by the dictator. The dictator cannot impose his will on a people that shun a dictatorship. Extrapolating from this concept, we can consider dictatorship to be a syndrome. The dictionary defines a syndrome as “a group of signs and symptoms that occur together and characterize a particular abnormality or condition.” In this course, students will examine the condition, signs, symptoms, and cures for the malady of dictatorship.

### **GOVT 40.25 - Introduction to Middle East Politics**

This is a gateway course to the political life of the Middle East. It will introduce students to the main political issues and dynamics of the region, including: - Conflict and civil wars, from the Arab-Israeli conflict to the Syrian collapse - Security arrangements, especially in oil-rich countries - The political economy of (mal)development - Political ideologies and the conflict between liberalism, nationalism and Islamism - International politics and the American presence in the region - Rivalries and alliances among Middle Eastern powers, including Iran and Turkey - The return of authoritarianism and stalled democratic processes - Terrorism - Anti-colonialism We will cover the basic contours and intellectual debates around these issues, analyzing the main texts tracing their development. The aim of this course is not only to familiarize students with the basic political features of the Middle East but also to equip students with the tools necessary to pursue future academic and analytical work on the politics of the region.

Distributive: Dist:INT or SOC; WCult:NW

### **GOVT 60.21 - 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

### **GOVT 81.26 - Vladimir Putin: Russia in the 21st Century**

The question "Who is Mr Putin?" still has no agreed answer. Nor is there any consensus over whether Putin and his circle have hijacked the democracy which the West hoped would flourish in Russia, or whether, the system he has installed will continue for the foreseeable future regardless of who holds power. This course will focus on Putin as an individual, his background, his highly unusual ascent to power, his system of rule, and the continuities and changes in policy that have occurred in the almost 20 years that he has been in power. We will look at why and how this virtual unknown was catapulted into the leadership and how he coped when he got there.

Distributive: Dist:INT

### **GOVT 81.27 - Politics, Gender, and Film**

In this seminar, we will ask you to use academic readings and films in order to gain a deeper understanding of complex issues of gender and the way they are interpreted

in film. Approach the films and readings with a critical eye: Are important issues left out or glossed over? If you were the film director or reporter, what different angles would you pursue?

Distributive: Dist:SOC

### **GOVT 83.21 - Experiments in Politics**

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

Distributive: Dist:QDS

### **GOVT 83.24 - Inequality and American Democracy**

Inequality – economic, political, and social – is among the most pressing and contentious issues of our time. What forms of inequality should we care about? How much is too much, or too little? What are inequality's causes and consequences, which dimensions should be addressed, and how? We examine inequalities of income and wealth, political representation, education, incarceration, health, race, gender, and the future of work, ranging from philosophical and historical foundations to contemporary politics and policy.

### **GOVT 83.25 - Hating the other side: polarization in American Politics**

Modern American politics is defined by strong affection for one's own party and a deep hatred of the opposing party. This seminar explores the nature and evolution of polarization in American politics. We will critically examine how an ideological divide between parties have evolved into a divide defined by hatred and avoidance. Throughout we will compare modern polarization to other periods of heightened antipathy and consider just how much partisanship has developed into tribal conflict. As part of the course, we will consider how partisan animus manifests in vast aspects of American life—personal relationships, the workplace, and professional environments. Ultimately, we will grapple with evidence that suggests partisan bias has grown to replace race as the largest divide in American society.

Distributive: Dist:SOC; WCult:W

### **GOVT 84.36 - The Future of the International Order**

This course will consider the future of the modern international order — the system of institutions, partnerships, rules, and norms that emerged at the end of the Second World War and evolved at the end of the Cold War. Scholars and practitioners debate how much of an

“order” it actually is or ever was, how “liberal” it is or ever was, and how “global” it is or ever was. But there is widespread consensus that it has reached an inflection point — that the system will look different twenty years from now than it does today. This course will examine the debates over what that future will and should look like, and in particular what steps need to be taken to improve the international order's capacity with respect to its three core functions: (1) to manage disputes and reduce violent conflict, (2) to mobilize action to address shared challenges like climate change, and (3) to establish rules of the road that govern interstate and transnational conduct in key areas, from trade to nuclear proliferation. To this end, we will look at changes in the distribution of power between states (including the rise of China), the diffusion of power beyond states (including the role of technology), and the crisis of governance within states (including the rise of populism and nationalism). By the end of the semester, students will develop their own perspectives on where they think the international order is headed, where it should be headed, as well as implications for U.S. foreign policy.

Distributive: Dist:INT or SOC

### **GOVT 84.37 - Populism and the Crisis of Liberal Democracy**

Around the world, from Italy to Brazil, and from Hungary to the United States, populist candidates and governments are fundamentally changing the political landscape. In this course, we explore the nature of populism; investigate whether populism poses an existential threat to liberal democracy; explore the causes of the populist rise; investigate the ways in which populism is a response to demographic change; and discuss what strategies might allow non-populist political actors to push back.

Distributive: Dist:INT

### **GOVT 86.04 - Power and Statecraft in the Ancient World**

Modern political thought is premised on a distinct set of assumptions about human nature, the relationship between politics and morality, and the character of virtue — or so it has been claimed. In this course, students will critically evaluate this argument in light of evidence drawn from Greek and Roman political histories. Working backward from Machiavelli, we will consider a range of classical texts that could be said to offer something like a ‘modern’ understanding of power and statecraft. Readings for this course will include Machiavelli's Prince, Xenophon's Education of Cyrus, Livy's History of Early Rome, Plutarch's Lives of the Noble Greeks and Romans, Josephus's Jewish Antiquities, Tacitus's Annals, and Suetonius's Lives of the Twelve Caesars.

### **GOVT 86.37 - The Ethics of War and Peace**

The danger of nuclear war threatens the survival of life on earth. Nothing could be more urgent now than to address

the moral issues raised by the violence of war. What is war? A conflict between governments or between peoples? Is war ever permissible? Should there be moral constraints in the conduct of war? Are such constraints feasible? What is peace? The absence of war? Or true friendship between peoples? We shall be reading classic and contemporary authors about the nature of war and peace. We conclude by considering arguments for non-violence in the thought of Gandhi and Martin Luther King. Can non-violent resistance prevent wars?

### **GOVT 92 - Seminar**

Seminar taught by the London FSP faculty director. This course counts as a seminar for the Government major or minor.

## **History**

### **HIST 3.01 - Europe in the Age of Wonder**

This course examines Europe from the fall of the Roman Empire in the 5th century through religious warfare in the 17th century, when society, economics, politics, and culture were guided by a sense of wonder, which held people in awe of their rulers and the divine. Wonder did not imply passivity: from the disintegration of the Roman Empire to the emergence of early nation states, through crusades, the expansion of trade, religious reformation, and advances in scientific thinking. Europeans drew on their experiences to develop new concepts of representative government, individual liberty, and religious meaning.

Distributive: Dist:SOC; WCult:W

### **HIST 8.08 - Horse History**

The use of the horse in war and transport coincides with the emergence of written history, and the end of the use of the horse in war and transport coincides with the transition to the age of nuclear weapons and electronic communications. In between, the horse has been essential to global processes of agricultural and industrial development, urbanization, exploration and conquest. In many societies horses have also been associated with the fundamentals of social stratification and gender dichotomies. For good reason, the horse as a representation has also taken on profound cultural and religious roles.

Distributive: Dist:SOC; WCult:CI

### **HIST 10.02 - Archival Research and the Production of History**

The target constituency of this summer-term course will be those students admitted to History's London-based FSP who have framed an archive-based project (as most will do). Other students who wish to engage in a high-level exploration of archival-based historical knowledge are welcome to enroll; such students will pursue work for Unit Three of the class of their own choosing, in consultation

with the instructor. The term consists of a three-part hybrid: an initial unit on the "epistemology of the archive" is followed by a unit on a select number of classic archival "finds." The course concludes with practical workshop format, intended to enhance a student's prospects for executing a project for 97.10 in London.

Distributive: Dist:SOC; WCult:W

### **HIST 41.01 - Empires and Nations in Modern European History**

The history of Europe has generally been told through the stories of its constituent nations. Yet most Europeans over the past three centuries lived in empires. This course will place empire at the center of the history of modern Europe, focusing both on land empires within Europe and the overseas empire, and view the nation as a challenger whose ultimate victory was – and is – far from certain. Beginning with the emergence of modern national ideas in the late 18th century, we will trace the complex relationship between European nation-states and empires until the present day. Topics covered will include the consolidation of European nation-states in the 19th century, overseas imperial expansion, multinational land empires, the two world wars, decolonization, and the question of American and Soviet empire in the 20th century.

Distributive: Dist:SOC; WCult:W

### **HIST 41.02 - Race, Gender, & Revolution in the Atlantic World**

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

Distributive: Dist:SOC; WCult:NW

### **HIST 78.03 - The Two Koreas, 1948-Present**

This course explores the emergence of the two Koreas, from a global perspective. Beginning with the legacies of the Chosŏn Dynasty, we will examine the impact of Japanese colonialism on the divergence of the two nation-states: the Republic of Korea (South Korea) and the Democratic People's Republic of Korea (North Korea). Analyzing scholarly writings and primary sources, the course will focus on the domestic and international processes through which the two regimes clashed and competed in the context of the Cold War. We will primarily focus on drastic differences manifested between the two countries' ideologies, cultures, and political

economies, but also pay attention to unexpected parallels experienced by Koreans across the hostile division. Students will pursue a final research project, in consultation with the instructor, on a comparison of their choice related to the themes of this course. No prior knowledge of the Koreas or the Korean language is expected.

### **HIST 82.01 - The Politics of Natural Disaster**

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

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

Distributive: Dist:SOC; WCult:NW

### **HIST 90.08 - 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

### **HIST 92.06 - Russia and the West: From Early Times to Present Day**

In its thousand-year history, Russia has occupied a unique place between Europe and Asia, and both Russian and foreign observers have wrestled with defining its place vis-à-vis western (European) civilization. This course will explore Russia's place in world history, examining the complex and evolving relationship of Russia and Europe, and the Soviet Union and the West, from the middle ages to the present. Particular emphasis will be given to the complex relationship of Putin's Russia with the United States today.

Distributive: Dist:INT or SOC; WCult:W

### **HIST 96.34 - London-Based Archival Research and Historical Writing**

The course instructor will work alongside the History London FSP director to aid students admitted to the program in developing and executing independent study proposals. This model, to be a permanent alteration, supplants earlier collective practice, in which a range of faculty supervised individual students on an *ad hoc*, unstructured basis.

## **Humanities**

### **HUM 4.01 - From Modernism to Postmodernism**

Fredric Jameson once described postmodernity as "the effort to take the temperature of the age without instruments and in a situation in which we are not even sure there is so coherent a thing as an 'age,' or 'zeitgeist' any longer." Taking the temperature of the age through a comparative reading of modern and postmodern texts, we will try to seize the change from one era and movement to the other by way of elucidating a number of modern and postmodern concepts such as "representation" or "literary self-reflexivity," "the world as text," "the death of the author" or "the end of meta-narratives." Movies, art works, essays and some theoretical texts will enhance the literary readings, which include texts by modern and postmodern writers such as Abish, Fowles, James, Stein, and Woolf. The feature that characterizes and associates the two movements best is their awareness for how form impacts content, or, as Gertrude Stein said, "how writing is written." The world comes into being and takes shape in the words we use, the texts we write, the images we produce, the movies we shoot, or the maps we draw to name only some of the signifying systems that give the universe a form.

Distributive: Dist:LIT; WCult:W

### **HUM 4.02 - The Sixties**

With the possible exception of the Civil War, no period of American history was more transformative than the era from 1963 to 1974, commonly referred to as "The Sixties."

As the nation mourned its slain president, John F. Kennedy, American society was convulsed with social revolutions ranging from the civil rights movement and the assertion of women's equality and gay rights to the emergence of a counterculture and its assault on traditional institutions. The era witnessed both Freedom Summer and the murders of Medgar Evers, Malcolm X, and Martin Luther King Jr., the assassinations of two Kennedy brothers, the shootings at Kent State and the emergence of Richard Nixon's Southern Strategy and his Silent Majority.

This course will be organized chronologically, with approximately one week devoted to each of the years of "The Sixties." Each week, lectures will provide the historical context, supplemented by a sampling of the music, art, and literature characteristic of the era.

Distributive: WCult:W

## Institute for Writing and Rhetoric

### **WRIT 19 - Multilingual Academic Writing in Higher Education**

In this advanced writing course, we will explore select research investigating multilingual academic writing in higher education, focusing on some specific challenges that fields such as second language acquisition and second language writing face. In the first two weeks, we will discuss the limitations and complexities of terminology, including ways we refer to individuals learning and using language (e.g., non-native, ESL learner, bilingual), the type of language being learned (e.g., L1, L2, second, foreign), and ways to define writing (e.g., translanguaging, multimodal writing). In Weeks 3-4 we will read and discuss theories conceptualizing how writing is learned by multilingual writers—including situated learning, communities of practice, and language socialization. We will then turn, in Weeks 5-7, to theoretical and empirical works that examine how multilingual writers negotiate specific academic language practices and the challenges experienced both by researchers and practitioners in addressing these negotiations. We will end the term considering the possibilities and challenges of applying the theory we have read to pedagogical practice and policy.

Distributive: Dist:SOC

### **WRIT 20 - Understanding the Rhetoric of Media Culture: Reading Signs, Rescuing Identities**

The purpose of this course will be to enable students to identify, analyze, and engage the rhetorical strategies used by media culture. We'll begin where Marxist cultural criticism begins: with a recognition that works of art cannot be separated from capital, or class status, and therefore with ideology. In a modern market economy, works of art become mechanical images in order to create need and sell product. Under a post-Fordist, or digital, economy, the proliferation of images creates a virtual

world that replaces the physical world and drives consumer desire. Through the methodology of rhetorical analysis, students will learn to interrogate the language of cultural narratives. Questions we'll ask include: how does the narrative frame the consumer and her desire? What need is being addressed? What needs might be left out, or masked? In an era of advanced capitalism, where the global economy depends upon relations between nations, what does the narrative omit in order to sustain those relations? For instance, what do we know about the actual conditions of labor that produce our goods? As we work through our inquiry, we'll consider the place of the individual within the culture industry. Is there a possibility for agency and informed action? Readings for the course will include Marxist literary and cultural theory and feminist philosophy, and students will view popular and documentary film and read short fiction. Assignments will include an essay of rhetorical analysis, a midterm exam on theoretical and critical frameworks, and a researched argument, offering a case study of a media campaign. Oral presentations of the research and argument of students' final essays will also be required.

Distributive: Dist:ART

## Jewish Studies

### **JWST 24.06 - Love in Translation: Poetics of Desire across Cultures**

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

Distributive: Dist:INT; WCult:NW

### **JWST 66.03 - The Middle East in the United States: Jews and Arabs in American Society**

The complex identities of Jews and Arabs alike are affected by religion, culture, language, history, and politics, all in their own terms and with the fault lines running both between and within the two communities. Despite their internal and mutual conflicts, the two groups share similar experiences of hostility when trying to integrate into American society with fierce antisemitism



and Islamophobia against the backdrop of increasing right-wing ethno-nationalism. Concomitantly, both groups share deep ambivalences about assimilating to American culture vs. retaining discrete cultural identities. If Jews and Arabs play decisive roles in US politics, both as effective actors and as imagined targets of opposition, the United States in turn acted not only as mediator in the international relationship between the two groups; the Israeli-Palestinian conflict, post-9/11 politics, anti-terrorist actions, or the Trump administration's travel ban on five Muslim-dominated countries have also influenced the relationship between Jewish and Arab communities within the United States. Instead of equating the experiences of Jews and Arabs viz-a-viz America, this course examines the multifaceted encounters in what has to be considered a complex Jewish-Arab-American triangular. The ways in which Jews and Arabs interact in the US, will be as central to the course as examples of hybrid cultural experiences of Arab Jews and artefacts such as the numerous American synagogues built in the style of Moorish architecture. We will examine cultural representations of Jews and Arabs in American literature, movies, documentaries, memoirs, art, popular culture and political analyses with attention to aspects of class, race and gender. Finally, the course will focus on the political expressions of Jewish- and Arab-Americans and their relations to the Middle East, and here in particular to the Israeli-Palestinian conflict.

Distributive: Dist:SOC

## Latin American Latino and Caribbean Studies

### LACS 8 - Politics & Culture in Transnational Central America

This course offers an interdisciplinary introduction to the transnational histories, politics, and cultures of 20th and 21st century Central America. Using select case studies alongside audiovisual material that reflects the tensions of state and racial formation in the region, we will cover: US imperialism, the "Central American Wars", environmental crisis, migration and insecurity, narco-trafficking and youth gangs, social movements against extractivism, and key issues around (Afro-) indigeneity and environment. Bringing mixed-method approaches to the study of the people from Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama will allow us to explore the centrality of the isthmian region to the development of hemispheric politics and these nations' centrality to the formation of Latin American culture.

### LACS 24.50 - Latinx-ploitation

This course serves as an introduction to the history of Latinx cinema, Latinx film spectatorship, and exploitation cinema in the United States. Latinx audiences have long been an interest and target of the Hollywood studios. Since the beginning of sound in film, the studios grappled with

reaching this linguistically and culturally-diverse demographic. Since the late 20th century, the studios have widely acknowledged the box office power of that group. Time and again, however, the Hollywood industry has failed to accurately identify and engage Latinx peoples on both sides of the US-Mexico border. Applying theories of racialized spectatorship and performance and film genre and authorship, we will interrogate this historically troubled relationship and grapple with its consequences for Latinx representation and inclusion in American cinema.

Distributive: WCult:NW

### LACS 30.13 - The Tropical Fantastic: Science Fiction, Fantasy, and Horror in Brazilian Literature and Film

Magic transformations. Hauntings. Mystical worlds. Brazilian authors have been writing about the fantastic and unreal for centuries, a tradition that extends far beyond what has been characterized as "magical realism." This course will explore this rich literature, both on its own and in a comparative perspective. In particular, we will examine the political, psychological, ecological, and historical questions that these works raise. How, for example, does fantastic literature shed light on psychoanalytic concepts such as the uncanny? How did Brazilian writers in the late 1960s use science fiction, horror, and fantasy to address the repression of the military dictatorship? What kinds of broad theoretical issues arise when looking at this genre? We will read works from "canonical" authors such as Machado de Assis, Lygia Fagundes Telles, Mário de Andrade, and Guimarães Rosa as well as those by lesser-known and up-and-coming writers, comic artists, and filmmakers.

Distributive: Dist:LIT

### LACS 49 - 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

### 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 51 - Beyond Sex, Drugs, Rock n Roll**

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

Distributive: Dist:LIT; WCult:CI

### **LACS 83.50 - Trading Places: How Chile Passed Argentina on the Road to Development**

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

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

Distributive: Dist:INT or SOC; WCult:NW

### **LATS 17 - The Latinx Nineteenth Century**

Does the term “Latinx” and its gendered variants, “Latina” and “Latino,” make sense only in the 20th century? What does Latinx literature and culture look like if we turn the clock backwards to the nineteenth-century? We might find that the very concept of Latina/o/x culture resists our desire for neat timelines as much as it crosses the boundaries between various nationalities, ethnicities, and histories that define Latin American descendent peoples. This course will explore these questions in order to understand how our ideas of nation, art and literature, and social relations change when we read the past through the lens of a Latinx nineteenth-century. The course will proceed chronologically across a variety of genres, including political pamphlets, poetry, autobiography, historical novels, and sensational fiction. This class considers the imagination of a Latinx nineteenth-century as a set of changing entanglements between the U.S. and Latin America, conditions of freedom and slavery, as well as forms of conquest and dispossession.

Distributive: Dist:LIT; WCult:NW

## **Linguistics**

### **LING 80.07 - Advanced Linguistics Seminar: Variation and Dialects**

Regional dialects have always stimulated popular interest and curiosity. Variation is a key part of linguistics that can be objectively investigated in terms of regional dialects and also age, gender, ethnicity, social class, speech style, and other factors. This course examines a wide range of issues in linguistic variation using the latest empirical and analytical methods and theoretical perspectives. The course includes opportunities for "hands-on" field projects and laboratory research.

Distributive: Dist:SOC

## **Mathematics**

### **MATH 19 - Introduction to Set Theory**

This course introduces the axioms of set theory, the universe of sets, and set theory as a foundation for mathematics. It touches on historical and philosophical aspects of set theory. Mathematical topics covered include the algebra of sets, ordinals and cardinals, trans\ffinite induction and recursion, and the axiom of choice. Students will learn language and concepts used throughout mathematics, and learn how to write mathematical proofs.

Distributive: Dist:QDS

## Middle Eastern Studies

### ARAB 1.01 - Intensive Beginning Arabic

*Arabic 1-2* is a combined course of elementary to intermediate beginner Arabic that is built on the fundamentals experiential and skill-based learning. The focus of this course falls exclusively on Modern Standard Arabic- \u0627\u0644\u0639\u0631\u0628\u064A\u0629 \u0627\u0644\u0641\u0635\u062D\u0649 (MSA) -- the standard language for reading, writing, and all formal speech in the media and school instruction. It is the basic foundation for any serious engagement with the Middle East and North Africa. We focus on the progressive development of the four skills: speaking, reading, listening and writing. We start with the beginning level designed as a basic introduction to the Arabic language, where students learn vocabulary, basic grammatical structures, and effective participation in daily life interactions, to a beginner's intermediate level that aims at building students' skills in understanding written texts, oral and audio-visual materials on a wide variety of topics while continuing to strengthen their proficiency skills in Arabic. This first course is part of an intensive version of ARAB 001 and 002 combined in one term where students will be required to enroll in both courses.

### ARAB 1.20 - Intensive Arabic

ARAB 1.2 is an intensive course that combines elementary and intermediate beginner Arabic (ARAB 1 and 2). Students who take this course can go on to take ARAB 3. This intensive Arabic course is built on the fundamentals of experiential and skill-based learning. The focus of this course falls exclusively on Modern Standard Arabic- \u0627\u0644\u0639\u0631\u0628\u064A\u0629 \u0627\u0644\u0641\u0635\u062D\u0649 (MSA)-- the standard language for reading, writing, and all formal speech in the media and school instruction. It is the basic foundation for any serious engagement with the Middle East and North Africa. We focus on the progressive development of the four skills: speaking, reading, listening and writing.

### ARAB 2.01 - Intensive Beginning Arabic

*Arabic 1-2* is a combined course of elementary to intermediate beginner Arabic that is built on the fundamentals experiential and skill-based learning. The focus of this course falls exclusively on Modern Standard Arabic- \u0627\u0644\u0639\u0631\u0628\u064A\u0629 \u0627\u0644\u0641\u0635\u062D\u0649 (MSA) -- the standard language for reading, writing, and all formal speech in the media and school instruction. It is the basic foundation for any serious engagement with the Middle East and North Africa. We focus on the progressive development of the four skills: speaking, reading, listening and writing. We start with the beginning level designed as a basic introduction to the Arabic language, where students learn vocabulary, basic grammatical structures, and

effective participation in daily life interactions, to a beginner's intermediate level that aims at building students' skills in understanding written texts, oral and audio-visual materials on a wide variety of topics while continuing to strengthen their proficiency skills in Arabic. This second course is part of an intensive version of ARAB 001 and 002 combined in one term where students will be required to enroll in both courses.

### MES 4.02 - History of Technology in the Middle East

What may cassette tapes teach us about the creation of Egyptian culture? How may cameras assist us in picturing the past and archiving the present in the Arab world? And what is the relationship between online communities and offline activism in Iran? In this class, we will explore the impact, significance, and social life of numerous technologies throughout Middle East history. We will cover devices we often take for granted as well as things that command our attention. Cameras, radios, and records, dams, the Internet, and electrical grids, printing presses, clothing, and modes of transportation, will all surface in readings that transcend any single historical genre, bridging the local and the global, the social and the cultural, the intellectual and the environmental. The scope of this course is consciously panoramic in nature. In traversing nearly two hundred years of history, we will examine a wide array of case studies that unfold across the Middle East and occasionally travel further afield.

Distributive: WCult:NW

### MES 7.03 - Jerusalem: Vision and Reality

Jerusalem has always mesmerized minds -- Royal City of Solomon, mystical core of the world, site of a foretold apocalypse, twice rased to the ground, focus of Jewish messianic dreams, since 1948 once more a Jewish capital but still savagely fought over. In this course, we will sample the symbolism of Jerusalem in Jewish, Christian and Islamic intellectual and artistic expression, from the Bible down to the present. Why has this city evoked such passions?

Distributive: Dist:LIT; WCult:NW

### MES 12.02 - Modern Iraq: Society, Politics, and Literature

Iraq is a pivotal country in the Middle East. Known to history as "the cradle of civilization," Iraq was also the center of the Islamic world in medieval times. From Baghdad, the present-day capital of Iraq, Abbasid caliphs ruled a vast Muslim empire from the eighth to the thirteenth centuries. The political history of modern Iraq, however, has been characterized by authoritarian rule, communal strife, wars and occupation. In this course, we will examine the politics of Iraq under the British mandate, as an independent state under the monarchy, and as a republic after the coup of 1958. We will also examine the rule of the Baath and of Saddam Hussein as well as the

American invasion of Iraq and its aftermath. Drawing on a mixture of texts and media, the course explores the prevalent tropes of Iraqi culture, the ideologies underpinning these tropes and in doing so provides a cultural context for understanding the forces that shaped the modern history of that country.

Distributive: Dist:SOC; WCult:NW

### **MES 12.06 - Dictatorship and Dissent: the Middle East in a Global Context**

Dictatorship is the defining characteristic of some governments, especially in the Arab world. Dictatorship is usually described as a strongman imposing his will on the nation through sheer force. French political philosopher Étienne de La Boétie (1530–1563) in his seminal essay *Discours de la servitude volontaire (Discourse on Voluntary Servitude)* presented the existence of a dictatorship as a relationship between two parties. Before every dictator is a population that is willing to accept rule by the dictator. The dictator cannot impose his will on a people that shun a dictatorship. Extrapolating from this concept, we can consider dictatorship to be a syndrome. The dictionary defines a syndrome as “a group of signs and symptoms that occur together and characterize a particular abnormality or condition.” In this course, students will examine the condition, signs, symptoms, and cures for the malady of dictatorship.

Distributive: Dist:INT or LIT; WCult:NW

### **MES 12.07 - The Sociology of International Development**

This course will introduce students to the major sociological perspectives on economic and political development, with emphasis on developing countries. Among the views to be considered are modernization, which assumes that later developing countries will follow paths once traveled by today's advanced countries; and dependency and world system theories, which view the integration of less developed countries into the world market as problematic and, under certain conditions, even disadvantageous. We will test these theories by applying them to specific cases. A major part of the course will focus on the economic 'miracle' of East Asian countries, as well as cases that have not been so successful. Other important topics to be studied include the influence of states, markets, and multinational corporations in economic development; the relationship between different modes of development and income distribution; and political development and the prospects for democratization. Open to all classes.

Distributive: Dist:INT

### **MES 12.08 - Theories of Democratization and the Case of Iran**

Theories of democratization generally examine the nature of the state, economy, social structure, class, culture and religion. This course will begin with an examination of various theories of democracy and democratization. It will then apply these theories to the specific case of Iran. Despite two major revolutions and two movements, Iran is still facing problems democratizing. The latter part of the course relies on documentary films that contain actual footage of Iran's nationalist movement in the 1950s and the revolutionary struggles in 1979.

Distributive: Dist:SOC; WCult:NW

### **MES 12.09 - Politics of Israel and Palestine**

This course explores the century-old conflict as seen from the political structures and changing narratives of Israelis and Palestinians, including the Zionist movement and the responses of the Palestinian Arab community to it; the formation of the Arab national movement as a whole—and within this, the claims of Palestinians before and after the British Mandate; the founding of the state of Israel and the formation of the post-1948 Palestinian national movement; the aftermath of the 1967 war; the start of the Israeli occupation and the latter's impact on Israeli institutions, economy, and political parties; and the Palestine Liberation Organization and the founding of Hamas. We will explore contemporary political and economic developments in light of the global forces operating on the region, and consider the plausibility of a two-state solution.

Distributive: Dist:INT or SOC; WCult:NW

### **MES 12.12 - Cold War Arab Culture**

This course purports to study the effects and strategies of the cold war on Arab writing, education, arts and translation, and the counter movement in Arab culture to have its own identities. As the cold war functioned and still functions on a global scale, thematic and methodological comparisons are drawn with cultures in Latin America, India and Africa.

Distributive: Dist:INT or SOC; WCult:NW

### **MES 15.01 - The Craft of Fiction: A Masterclass with Alaa Al Aswany**

Fiction presents an abundance of rich and creative possibilities. Through the magic of imagination, fiction takes us deep inside worlds and into the lives of characters. This course trains students to recognize the qualities that make for spellbinding fiction, including the natural rhythm and tone, mapping the structure, and shaping the content. The Art of Fiction course teaches the essential elements of sketching a story, creating a great opening, devising structure and plot twists, incorporating tension, implementing flashback and viewpoint, and mastering the art of dialogue. Students learn techniques of crafting a

story, originating colorful characters, and developing ways of bringing imagination and intrigue into a literary work. They will learn how their stories can be woven into unforgettable narratives by mastering rhythm, tempo, tone, and brevity. Students will explore the process of developing lively characters, mapping out a plot, describing realistic settings, adding subtext and layers of meaning, and penning captivating fiction.

Distributive: Dist:LIT; WCult:NW

### **MES 15.08 - The Art of the Novel: A Masterclass with Hoda Barakat**

Each novel has its own “secret of fabrication.” This course introduces students to the processes, techniques, and themes involved in writing the novel. The approach will be personal, engaging author Hoda Barakat’s own experience as a novelist who had to confront in my writing war, exile, tribalism, violence, and love. Each week will focus on a particular set of questions, starting with the idea of the novel and the development of characters, and moving to questions of gender, sexuality, and voice. The course will focus on the fears, obsessions, excitement, and euphoria involved in the writing process, and on the social and political contexts from which works arise or that novels have to critique in today’s world. The students will engage Barakat’s writings that are translated in English, and work to develop their own writing by workshopping their pieces throughout the term.

Distributive: Dist:LIT; WCult:NW

### **MES 15.09 - Language and Rebellion: Arabic Literature in a Comparative Context**

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

Distributive: Dist:INT or LIT; WCult:NW

### **MES 15.10 - Film, Fiction and the Arab-Israeli Conflict**

This course explores Israeli cinema in the context of the social and historical backdrop of the Arab-Israeli conflict and the painful emergence of a new Jewish-Israeli identity in the shadow of the Holocaust and constant warfare. We

will study a dozen films in depth, situate them in the evolution of an Israeli cinema, and consider the problems of turning fiction into film.

Distributive: Dist:LIT; WCult:CI

### **MES 16.38 - Arabic Prison Writing**

This course studies the genealogy of the prison in Arab culture as manifested in memoirs, narratives, and poems. These cut across a vast temporal and spatial swathe, covering selections from the Quran, Sufi narratives from al-Hallaj oeuvre, poetry by prisoners of war: classical, medieval, and modern. It lays emphasis on modern narratives by women prisoners, political prisoners, and narratives that engage with these issues. Prison writing is studied against other genealogies, especially in the West, to map out the birth of prison, its institutionalization, mechanism, and role.

Distributive: Dist:INT or LIT; WCult:NW

### **MES 17.15 - The Middle East in the United States: Jews and Arabs in American Society**

The complex identities of Jews and Arabs alike are affected by religion, culture, language, history, and politics, all in their own terms and with the fault lines running both between and within the two communities. Despite their internal and mutual conflicts, the two groups share similar experiences of hostility when trying to integrate into American society with fierce antisemitism and Islamophobia against the backdrop of increasing right-wing ethno-nationalism. Concomitantly, both groups share deep ambivalences about assimilating to American culture vs. retaining discrete cultural identities. If Jews and Arabs play decisive roles in US politics, both as effective actors and as imagined targets of opposition, the United States in turn acted not only as mediator in the international relationship between the two groups; the Israeli-Palestinian conflict, post-9/11 politics, anti-terrorist actions, or the Trump administration’s travel ban on five Muslim-dominated countries have also influenced the relationship between Jewish and Arab communities within the United States. Instead of equating the experiences of Jews and Arabs viz-a-viz America, this course examines the multifaceted encounters in what has to be considered a complex Jewish-Arab-American triangular. The ways in which Jews and Arabs interact in the US, will be as central to the course as examples of hybrid cultural experiences of Arab Jews and artefacts such as the numerous American synagogues built in the style of Moorish architecture. We will examine cultural representations of Jews and Arabs in American literature, movies, documentaries, memoirs, art, popular culture and political analyses with attention to aspects of class, race and gender. Finally, the course will focus on the political expressions of Jewish- and Arab-Americans and their relations to the Middle East, and here in particular to the Israeli-Palestinian conflict.

Distributive: Dist:SOC

**MES 19.04 - Gender and The Modern Middle East and North Africa**

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

Distributive: Dist:SOC; WCult:NW

**Music****MUS 3.03 - American Music: Roots and Revolutionaries**

This course explores diverse forms of American “roots” music—from country blues and Appalachian stringbands to ballads, shape-note singing, and the expressive culture of Arctic indigenous peoples—with the aim of understanding these musical practices on their own terms as well as their profound influence on American musical revolutionaries of the 20th and 21st centuries. Live music is central to the course, and attendance at musical events outside of regular class meetings is expected.

Distributive: Dist:ART; WCult:W

**MUS 3.04 - American Music: Music and Metaphor**

“I was served lemons, but I made lemonade.”

—Hattie White, Beyoncé’s *Lemonade*

As Beyoncé proves, music thrives on metaphor. What does metaphor do for music and *us* – participants and listeners? This course investigates metaphors in jazz, modernist, global popular (including Afro-Cuban and Egyptian), and minimalist music. We will unite music with philosophy, literature, visual art, science, and

politics. The goal: to understand how metaphor shapes our experience of music and our communication with each other.

Distributive: Dist:ART; WCult:W

**MUS 16.03 - Water In the Lake: Real Events for the Imagination**

This class, based on the book *Water in the lake: Real Events for the Imagination*(1979) by Kenneth Maue, fuses cinema, the studio arts, sound, and theatre with the natural landscape in an intense study of improvisation, collectivity, and collaboration in conjunction with the environment. Looking at religion, law, science, and politics as a way to consider cinema, sound, land art, site specificity, performance, and the unfolding of real time events within the artistic context, we will gain the critical capacity to understand intersections of cinema, performance art, video art, land art, and sonic practice. Through viewing films, listening to sounds, and studying works of art spanning painting, sculpture, installation, site-specific practice, and performance, we will inspire and provide critical/historical contexts for your personal work in the course.

Distributive: Dist:ART

**MUS 35 - The Jazz Language**

This course will present the essential elements of the "jazz vocabulary" to instrumentalists and vocalists. The language of jazz consists of the common melodic phrases, rhythms, harmonies, song forms and timbres that are employed by jazz musicians in jazz compositions and improvisations. Students will learn to use this language by applying it to a variety of compositions from the standard jazz repertoire including Blues, 16 measure forms, AABA and ABAC song forms as well as non-traditional and freer forms. Time in and out of class will be a balance of listening to and studying jazz recordings and playing jazz compositions with other members of the class. Watching jazz videos, practicing ear training, transcribing and analyzing melodies and solos as well as playing songs, solo transcriptions and jazz exercises. In-class rehearsals, individual practice outside of class and working through the process of preparation for a final performance will be the primary focus of this course. The development of each student's creativity will be an integral part of the work in this class.

Distributive: Dist:ART

**MUS 40.05 - Topics in Music History: Russian Music**

The objective of this course is to give the student an overview of Russian music in order better to understand the cultural, religious, and political history of Russia’s past 1,000 years and to position the student’s ongoing mastery of this history within a larger context. Questions that emerge from this course will find echoes in current

cultural, religious, and political issues, and students will be directed to explore these intersections in class discussions and coursework.

Distributive: Dist:ART; WCult:W

### **MUS 46 - Video Games and the Meaning of Life**

Video Games and the Meaning of Life is an interdisciplinary course that explores the philosophies, epistemologies, and praxis of the human condition via the music, narrative, and design of U.S. and Japanese digital games—from the marvels of mundanity (Nietzsche and *Harvest Moon*) to the perils of obedience (Arendt and *The Stanley Parable*), from metaphors of illness (Susan Sontag and *That Dragon, Cancer*) to the transnational rise of today's billion-dollar e-Sports industry.

## **Native American Studies Program**

### **NAS 30.17 - Trickster re: mediations-Native America Exploration in media and representation**

This course will introduce students to the vibrant world of Native American media exploration, production, and critical intervention. The students will begin by establishing a working knowledge of historical representations of Native Americans in various colonial visual media. The introduction of the colonial gaze will be followed by a selective exploration of Native American media productions that reflect indigenous perspectives. Following the historical survey of media and representation the students will engage the return of trickster critiques of colonial cultural myopia. Those critiques will prepare students for critical assessment of contemporary Native American re:mediation as articulations of self-determination.

Distributive: Dist:ART; WCult:CI

### **NAS 30.18 - Native Indians Who Rock the World: Native American, First Nations, & Indigenous Contemporary Music**

This lecture, listening, and discussion course introduces Native American, First Nations, and Indigenous contemporary music. We will begin with an examination of how the roots of contemporary Native music were founded in Indian boarding schools. We will then explore how Native music gained momentum and recognition in the 1960s and 1970 and focus on some of the most popular Native American, First Nations, and Indigenous musicians and bands today. Students will be introduced to and learn about critical issues facing Native American/First Nations/Indigenous peoples, including cultural identity and language survival, poverty, suicide prevention, missing and murdered Indigenous women, the protection of the environment and sacred sites. We will give attention to how Native musicians provide a platform for raising awareness about those issues through their music.

Distributive: Dist:ART; WCult:NW

### **NAS 30.19 - Indigistory-Dartmouth and Beyond: Digital Storytelling in American Indian Communities and Contexts**

Over the past decade American Indian communities and collaborative partners from an array of tribal organizations and public institutions have created a body of digital stories, reflecting individual and community concerns on a breadth of matters of importance to contemporary tribes. In many cases those stories address contemporary community issues, of language preservation, the importance of oral tradition, health and wellness awareness and treatment, addressing historical trauma and attending to tribal justice. In other cases, such digital stories have served as educational tools and as means for offering qualitative assessment of research driven programs in tribal communities. In still other cases, tribally generated digital stories have addressed issues of kinship and community belonging, by referring back to roles of individual tribal members in events of historical importance to the tribal community.

Distributive: Dist:LIT; WCult:NW

## **Philosophy**

### **PHIL 1.14 - Knowledge, Truth, and Power**

How does and how should social position – race, gender, class – affect our beliefs? What roles does trust play, and ought it to play, in knowledge? How is power implicated in what we can know and in who can be epistemic authorities? Are some agents unjustly epistemically disadvantaged, and if so, how? How ought we to shape our communal interpretive resources? Social epistemology is the study of socially shared beliefs. Some of its core concerns include testimony, disagreement, and the nature of group commitment.

Distributive: Dist:TMV

### **PHIL 1.15 - Selves and Stories**

Humans are narrators, making sense of themselves and their world. But what are narratives and how do they function? How do narratives engage emotions, desires, and imagination? What sorts of elements belong to narratives? What role does narration play in self-construction? Is it important to have 'a life-story'? Are narratives an important part of authentic or ethical living? How do narratives differ from other forms of communicative or literary expression? How do individual narratives and social narratives interact? Can narratives serve as arguments or reasons or justifications or explanations? How do narratives figure in human inquiry, human agency, and moral responsibility?

Distributive: Dist:TMV

**PHIL 1.16 - Morality, Freedom, and the Mind**

In this course, we will focus on classic philosophical questions about morality, freedom, and the mind. We all have to address moral questions in our everyday lives, but how should we go about answering them? What makes actions right and wrong—is it the consequences of the action, or the principle followed, or something else? We all feel like we are free when we make important decisions. But does it make sense to think we might have free will, given that we are natural creatures, in a world governed by deterministic physical and biological laws? If we don't have free will, can we be held morally responsible for our actions? Finally, we all think of ourselves not just as physical beings, but as thinking things—as beings who are aware of our world, who have beliefs, thoughts, and hopes. But what is the mind—and what are beliefs, thoughts, hopes? Can the mind be understood as identical with the brain, or mental events as events in the brain? If not, how can talk about the mental be understood? We will examine a variety of approaches to these three central topics through both historical and contemporary philosophical texts.

Distributive: Dist:TMV

**PHIL 4.01 - Feminist Perspectives on Reproductive Ethics**

This class focuses on ethical issues concerning human reproduction. Some of these issues are familiar: Is abortion moral? Is sex-selection ethical? Other issues may be less familiar: Does prenatal testing express a negative message about living with disability? Is there anything wrong with aiming to have a deaf child? Yet other issues have arisen with the commercialization and globalization of reproduction: Is there anything wrong with selling one's reproductive labor? Is it ethical to 'outsource' pregnancy to Indian surrogates? We will start by looking backward to ethical issues around the introduction of contraception; we will end by looking forward, to the promise of same-sex reproduction through in vitro-gametogenesis, and reproduction via artificial gestation. While we will consider numerous perspectives on each issue, special consideration will be given to feminist viewpoints.

Distributive: Dist:TMV

**PHIL 45.03 - Consent in Philosophy and Law**

What is consent? Despite its enormous moral and legal centrality, the idea of consent seems flawed in important ways. It is not obvious what counts as consent, or what makes it reasonable to believe in consent. Consent can be coerced, or unwilling. Ideally, consent and refusal are instantaneous powers conferring recognized permission or obligation on recipients. In real life, however, particularly for women, consent and refusal can be ignored, dismissed, misunderstood, or deemed irrelevant. We will examine the concept of consent in legal theory and moral philosophy to

move towards a better understanding of it in sexual contexts.

Distributive: Dist:TMV

**PHIL 50.31 - Classics of Modern Aesthetics**

This course introduces students to philosophical aesthetics and the philosophy of art through some of the central works of those fields from the 18th Century onwards. Potential questions include: the nature of aesthetic pleasure, the special features of aesthetic judgments, the beautiful and the sublime, the moral potential of art, the relationship between art and freedom, the characteristic aims of art, what makes an experience aesthetic, and the role of symbolism in the arts.

Distributive: Dist:TMV

**PHIL 50.32 - Love and Respect**

Morality seems to involve distinctive attitudes toward other people—distinctive ways of feeling and regarding other people. What are these distinctive attitudes of moral consideration? In this course we examine two candidates: love and respect. We will consider both the question of what these attitudes ultimately involve, when and why they are merited, and the prospects for moral systems built around them.

Distributive: Dist:TMV

**PHIL 50.33 - Necessity and Possibility**

Modal talk is central to a great range of philosophical discussions, in areas from ethics to metaphysics to philosophy of mind and philosophy of science. But talk about what is possible or necessary is puzzling. For, as Hume noted, we never seem to observe anything like necessity in the world. Can talk about what is necessary or possible be true or false? If so, are there parts of reality (other possible worlds, or essences or modal properties of this world) that make it true? Or should modal talk be understood as doing something other than attempting to describe features of the universe? And how can we come to acquire modal knowledge—given that we don't seem to observe modal facts? This course will examine a range of positions in the metaphysics and epistemology of modality.

Distributive: Dist:TMV

**PHIL 80.24 - The Real, the True, and the Vaguely**

What is truth? What conception of reality does truth involve? Should we think of truth or reality as transcending the limits of our evidence? Should we conceive of them as always tied to a perspective? Is truth an all-or-nothing matter, or might there be borderline cases? Could there be no definite fact of the matter about the way the world is? We'll address such questions using historical and contemporary sources.

Distributive: Dist:TMV



**PHIL 80.25 - Imagination**

The study of imagination has a long, rich philosophical history. Recently, there has been an explosion of interest in the topic. In this course, we will consider efforts to understand what imagination is and what role imagination plays in the cognitive and emotional lives of experiencers, inquirers, and agents. How is imagination related to perception, belief, pretense, supposition, and desire? What role does imagination play in emotions and in actions? How free is imagination? Can we imagine the impossible? What do we learn about imagination by considering how we engage (or are resistant to engage) in fictional imaginings? How do imagination and creativity interact? Can we rely on imagination to learn or to come to know something new? If so, how? If not, why not? Readings will be drawn from both historical and contemporary sources.

Distributive: Dist:TMV

**PHIL 80.26 - Conceptual Ethics and Conceptual Engineering**

Some have argued that a central and legitimate job of philosophy involves conceptual ethics and conceptual engineering: that is, work in determining what sorts of language or concepts we should use, and how we should use them. In this course we will examine the motivations for thinking of philosophy in this way. We will go on to consider questions such as: How is conceptual engineering possible, and how could it lead to philosophical progress? To what extent can past philosophical debates be reconceived as involved in conceptual negotiation? What are the signs that conceptual (re-)engineering is needed? How can and should this sort of work be done? What view(s) of concepts are involved in undertaking this work—and is it better to think of this work at the conceptual or linguistic level? What criteria can and should we employ in evaluating concepts, or conceptual systems? Is conceptual engineering even possible—and if so, how can we do it?

Distributive: Dist:TMV

**Physics and Astronomy****PHYS 82.02 - Introductory Mathematical Methods for Physicists**

This course surveys topics from linear algebra and differential equations, selected for their importance in upper-level physics courses. Topics from linear algebra will include complex numbers, systems of equations, matrices, vector spaces, and the eigenvalue problem. Topics from differential equations will include linear differential equations, series solutions, systems of differential equations, and partial differential equations (separation of variables). The course will serve as an alternate to the Math22/23/24 prerequisite for physics majors.

Distributive: Dist:QDS

**Psychological and Brain Sciences****PSYC 32 - Introduction to Programming for Psychological Scientists**

Studying the mind is an increasingly computational endeavor. Modern psychological laboratories use computers to administer experiments, collect data, analyze data, create figures, write papers, and share their work with the world. Related and analogous approaches are used in fields as diverse as finance, art, biomedical science, law, and many others. In this course we will use hands-on training experiences, problem sets, and mini research projects to introduce students to a sampling of the computational tools employed in cutting-edge psychological research. A focus of the course will be on “open science” practices that enable scientists to share and clearly document each aspect of the scientific process.

Distributive: Dist:TAS

**PSYC 52.06 - Typical and Atypical Neurodevelopment**

Approximately one trillion synapses are formed each day during the first three years of life, many of which are pruned away by age five. What is happening in the brain during these formative years? The goal of this course is to provide insight into the neural basis of human cognition by examining the “tabula rasa” of the human brain and how it changes over the first few years of typical and atypical development. Throughout the course, we will wrestle with questions regarding which facets of our neural machinery and cognitive abilities are innate vs. acquired. We will discuss the development of specific cognitive capacities (e.g. learning to read, recognize faces, pay attention, communicate, socialize) from the perspective of individuals with typical developmental trajectories in each of these domains, as well as from the perspective of individuals with difficulties in each domain (e.g. dyslexia, prosopagnosia, ADHD, autism). This course will draw upon your prior knowledge of psychology, cognitive neuroscience, and neurobiology, and will explore classic and cutting-edge peer-reviewed scientific studies of developmental psychology, neurodevelopment, cognitive development.

Distributive: Dist:SCI

**PSYC 53.13 - Social Neuroscience**

This class will focus on the principles of social neuroscience (SCN) and survey a broad array of topics in the field. Social neuroscience attempts to answer social science questions, such as ‘why does rejection hurt?’ and ‘is empathy innate?’ with neuroscience methods, such as brain imaging and neuropharmacology.

Distributive: Dist:SOC

### **PSYC 80.04 - The Weight Among Us: What Neuroscience Can Teach Us About Obesity**

In 1995, ~56% of adults in the US were overweight or obese. Fast-forward ~25 years and the prevalence has increased to 70%. Over this time period there have been significant advances in the scientific understanding of obesity, yet many questions remain unanswered. In this course, students will examine, through the lens of neuroscience, how successes, failures and challenges in obesity research inform the prevention, management, and treatment of obesity.

## **Quantitative Social Sciences**

### **QSS 30.09 - Data Wrangling**

This course is a survey of methods for extracting and processing data. It will cover data architectures (ontologies, metadata, pipeline and open source resources), database theory, data warehouses, the electronic medical record, various file formats including audio, and video, data security and cloud resources. Students will gain skills working with Big Data using software such as SQL, APACHE Hadoop and Python.

### **QSS 30.11 - Applied Machine Learning for Social Science**

Machine learning is a framework for modeling data, where patterns encoded in a data are "learned" by a model. These patterns are sometimes used to make predictions about data that the model has not yet "seen." The amount of data available to social science researchers has exploded in recent years. Advances in machine learning have given social scientists new tools to make sense of these data to answer big and important questions.

This course will introduce the theoretical foundations of machine learning, statistical inference, and prediction; explore the many applications of statistical machine learning to social science research, and examine the broader social impacts of algorithms and machine learning on contemporary politics and society.

Distributive: Dist:QDS

### **QSS 30.12 - Quantitative Literary Criticism**

Digitization of vast numbers of texts and rapid advances in computational methods are enabling new forms of criticism in all areas of literary study. Classics was an early adopter of digital technologies, and computation is now pervasive throughout the field, as illustrated by flagship projects such as the Perseus Digital Library. Beyond the familiar examples of digitized texts and simple word searches, scholars and students also benefit from an ever-growing array of sophisticated quantitative tools, and from increasing engagement with diverse technical disciplines – natural language processing, data science, even

bioinformatics. Through a survey of recent research at the intersection of Latin literature and the digital humanities, this course will introduce you to the state of the art in quantitative literary criticism. To ground our methodological investigations, we will explore a diverse selection of Latin poetry, including epic (Vergil, Lucan, and Catullus), elegy (Catullus), and comedy (Plautus), and sample some less famous later authors, such as Paul the Deacon and Vitalis of Blois, who were influenced by classical antecedents. At each turn, we will examine the interplay between traditional (close reading, philology, theory) and data-driven analyses of Latin literature and consider how quantitative methods can support humanistic inquiry. Along the way, you will gain hands-on experience with powerful computational tools and be introduced to now ubiquitous critical approaches, such as intertextuality and reception studies. Assigned readings will be in English translation using bilingual Latin-English editions; in addition to reading all of the English, students with Latin will be responsible for understanding and translating "micro samples" of the original texts. The course assumes no prior computational background.

Distributive: Dist:TAS

### **QSS 30.13 - Sociology of Mental Health**

Poor mental health and mental illness are often viewed as biological flaws. Sociologists, however, argue that mental illness is socially constructed, and that population mental health is profoundly shaped by social conditions. In this course, we will explore sociological understandings of mental health and illness. We will focus on a range of topics, including: the social construction of mental illness, how social inequality contributes to mental health, and how society responds to the mentally ill.

Distributive: Dist:SOC

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

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

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

\f

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

\f

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

\f

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

\f

Many of these questions are methodologically difficult to answer with observational (non-experimental) data, and they require that we get a handle on the study of change, context, and causality. You likely have learned how to answer questions like these with standard OLS (linear) regression techniques and cross-sectional data, which remain useful tools in social scientists’ methodological toolbox. But these techniques are also quite limited, and impose strict assumptions that do not allow us to meet many of our goals, adequately answer our questions, or provide stringent tests of our theories and hypotheses.

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

Distributive: Dist:QDS

### **QSS 81 - Major Thesis Research**

This course is part of the two-track major in QSS. Students in the honors thesis track of the major will register for QSS 81 in the winter quarter of their fourth year. Participating in this course requires work and engagement during the fall, winter, and spring terms of a student’s fourth year. Students applying to write an honors thesis in QSS should have at time of application an overall GPA of 3.5 or higher.

### **QSS 82 - Major One Quarter Project**

This course is part of the two-track major plan in QSS. Students in the intensive project track of the QSS major must register for this course in the winter quarter of their fourth year on campus.

## **Religion**

### **REL 1.06 - Getting Religion**

This introductory course invites students to “get religion” as a historical and lived reality in the modern world by engaging religious belief, belonging, and behavior in the unfolding spiritual landscape of the Atlantic world, from the beginning of colonial encounters to the present era. Exploring how individuals, families, and groups of people “get religion” under free, un-free, and secretive conditions, students will examine key historical episodes of modern religious encounter, embrace, and exchange.

Distributive: Dist:INT or TMV

### **REL 1.07 - Getting It: Sex and Religion**

In the minds of many (particularly Christians), religion and sex do not belong together. Religion is understood to direct the individual to the contemplation of the divine and provide a moral code; sex and sexuality is often perceived as too human and too tied to pleasure to have anything to do with the divine. But if we examine the relationship between sexuality and religion, we find that the two are inextricably intertwined. Indeed, the understanding of humans as sexed beings (that is, with differing sexual identities and as beings who engage in sex) is often grounded in religious texts, practices, and ideologies. Yet that religious grounding, while seemingly so solid, proves surprisingly flexible in practice. We will examine comparatively the ways in which religious stories, beliefs, and practices have shaped across several traditions. In addition to studying the *normative* ways that religions constructed sex and sexuality, we also examine how communities and individuals have re-interpreted, reshaped, and refused the boundaries of normative religion.

Distributive: Dist:TMV; WCult:W

### **REL 1.08 - The Religion of Things**

Despite our tendency to associate religion with “belief”, all religion is necessarily mediated through things. This course approaches religion as a fundamentally material phenomenon, introducing students to its analysis from the perspective of artifacts, rather than through texts and ethnographic accounts. A wide range of case studies will be considered, from consumerist religion in the modern United States, to the relics and icons of medieval Europe, to the indigenous shrines of the ancient Andes.

Distributive: Dist:TMV

**REL 3 - Topics in Indigenous Religions**

This course will examine major issues in the study of indigenous religions. Different versions of the course will either take a particular geographic focus or address a specific theme. Students may take the course more than once. Sample topics include “Indigenous religions of the Americas”, “Religion in the Andes” (i.e. a geographic focus) and “Indigeneity, Religion and Ecology” (i.e. a thematic focus). Open to all classes.

Distributive: Dist:TMV

**REL 3.01 - Indigenous Religions in the Colonial Americas**

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

Distributive: Dist:TMV

**REL 19.29 - Women and Religion in Japan**

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

Distributive: Dist:TMV

**REL 19.30 - Islam And Medicine from the Medieval to Modern Eras**

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

Distributive: Dist:TMV

**REL 19.31 - Religions of Japan**

This course examines the historical development of the various religious traditions of Japan, from prehistoric to contemporary times. While prehistoric artifacts indicate what early Japanese religion may have looked like, the bulk of Japanese history features interactions between

native, local Japanese practices and beliefs and the influence of continental traditions such as Buddhism, Confucianism, Daoism, and geomancy. Here, we will consider how the Japanese have adapted, combined, and redefined religious traditions over the centuries while interrogating what the word “religion” means within the context of each religion, sect or locality. Open to all.

Distributive: Dist:TMV

**REL 19.32 - Shinto: Foundations, Festivals, and Fox Shrines**

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

Distributive: Dist:TMV

**REL 32.09 - Heresy and Authority**

What makes “right belief” right? Who decides what is “orthodox” and what is “heterodox”? Who controls the label “heresy”? This course explores ideas of heresy and authority within the history of western Christianity by focusing primarily on the eleventh through the fifteenth century. Considering various struggles for secular and spiritual authority, we will also question the authority given (and taken) by the authors of history (both primary and secondary). Open to all.

Distributive: Dist:TMV; WCult:W

**REL 57.02 - The Jewish Jesus**

Instructor: Forger

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

Cross-Listed as: JWST 74.01

Distributive: WCult:W

Offered: 20S: 12

**REL 57.07 - Apocalyptic Imagination**

Throughout the centuries individuals from vastly different cultures have sought to answer the question “what is the meaning of life?” through apocalyptic speculation. This

survey of Jewish and Christian apocalyptic literature will explore the sociological significance of this tradition in the history of Western culture. This study will begin with biblical antecedents, cover several early Jewish examples, and treat some early Christian apocalypses. We will explore medieval Jewish, Christian and Islamic texts before turning our attention to modern apocalypticism. Open to all.

Distributive: Dist:TMV

### **REL 74.17 - Islam in Africa**

This course aims to introduce students to the formation of Islam in the Maghrib, Saharan Africa, and Africa south of the desert. Assignments will address continuities with and differences from the practices of Muslims in other parts of the world while emphasizing the central role the religion has played in the unfolding of history in various parts of Africa. Topics covered will include conversion, popular religion and mysticism, cultural formations, and social organization. Open to all classes.

Distributive: Dist:SOC; WCult:CI

### **REL 80.10 - Messengers of God: Prophetism in Historical and Comparative Perspective**

Using Western concepts of “prophets” and “messengers of God”, we will examine this religious role cross-culturally, using examples from ancient, Hebrew, Muslim, African, Native American, and Chinese cultures, including both male and female prophetic leaders. Using comparative and historical approaches, we will interrogate the meanings of the terms, as well as study the historical conditions that facilitate their emergence, success, and/or failures. We will examine the nature of prophetic experience, teaching strategies, and organizational roles in various religious movements. We will also use a variety of sources ranging from sacred scriptures, to biographies and histories, to literary representations.

Distributive: Dist:TMV

## **Russian Language and Literature**

### **RUSS 11.04 - Topics in Music History: Russian Music**

The objective of this course is to give the student an overview of Russian music in order better to understand the cultural, religious, and political history of Russia’s past 1,000 years and to position the student’s ongoing mastery of this history within a larger context. Questions that emerge from this course will find echoes in current cultural, religious, and political issues, and students will be directed to explore these intersections in class discussions and coursework.

Distributive: Dist:ART; WCult:W

### **RUSS 37 - Western Thought and the Russian Dialogic Imagination**

This course is a study of the relationship between Western philosophy and Russian literature, specifically the many ways in which abstract philosophical ideas get ‘translated’ into literary works. Russia does not have world famous philosophers. We have Solovyev, Rozanov, and Berdyaev, but very few of our colleagues at philosophy departments in the United States would recognize them and fewer still would have anything to say about them. Yet, most Russian writers were avid readers of philosophy and are often considered philosophers in their own right.

Distributive: Dist:TMV; WCult:W

### **RUSS 38.11 - Philosophy and Literature: Western Thought and the Russian Dialogic Imagination**

This course is a study of the relationship between Western philosophy and Russian literature, specifically the many ways in which abstract philosophical ideas get ‘translated’ into literary works. Russia does not have world famous philosophers. We have Solovyev, Rozanov, and Berdyaev, but very few of our colleagues at philosophy departments in the United States would recognize them and fewer still would have anything to say about them. Yet, most Russian writers were avid readers of philosophy and are often considered philosophers in their own right.

### **RUSS 50 - Special Topics in Russian History**

Students will work with primary and secondary sources to examine periods of Russian, Soviet and Eurasian history. Each course will focus on a particular time period or theme.

### **RUSS 50.01 - Russia and the West: From Early Times to Present Day**

In its thousand-year history, Russia has occupied a unique place between Europe and Asia, and both Russian and foreign observers have wrestled with defining its place vis-à-vis western (European) civilization. This course will explore Russia’s place in world history, examining the complex and evolving relationship of Russia and Europe, and the Soviet Union and the West, from the middle ages to the present. Particular emphasis will be given to the complex relationship of Putin’s Russia with the United States today.

Distributive: Dist:INT or SOC; WCult:W

### **RUSS 50.02 - The Russian Revolution**

The Russian Revolution of 1917 and the Bolshevik seizure of power proved to be among the most important events of the 20th century, and they had profound implications for world history up until the current day. In this course, students will examine the causes and consequences of these momentous occurrences and grapple with a set of complex and intricate historical questions that still divide

historians. We will begin by examining how in the late 19th century far-reaching social changes & external challenges confronted the 300 year-old Romanov dynasty, and how, ultimately, this dynasty was unable to adapt to the modern era. Students will learn about the multifarious political movements that emerged in opposition to the old regime, and about the so-called Revolution of 1905, which shook but did not overthrow the tsar.

Distributive: Dist:SOC; WCult:W

## Sociology

### **SOCY 43 - Crossing Over: Latino Roots and Transitions**

This course focuses on the histories and experiences of Latinx transnational migrants—from Mexico, Central America, Puerto Rico, the Dominican Republic, and Cuba—living in the United States. You will study the historical, political, and economic processes that have led to these migrations, as well as the varying ways in which race/ethnicity, class, gender/sexuality, and citizenship affect Latinx migrant lived experience. Given our focus on “crossing,” readings will foreground subjects that capture this theme, from the literal movement of people, to the constant back and forth that shapes Latinx lives, to the adjustments Latinx people make given their language, their proximity to other immigrants and communities of color, and their varying acceptance within the United States.

Distributive: Dist:SOC; WCult:CI

### **SOCY 49.02 - Theories of Democratization and the Case of Iran**

Theories of democratization generally examine the nature of the state, economy, social structure, class, culture and religion. This course will begin with an examination of various theories of democracy and democratization. It will then apply these theories to the specific case of Iran. Despite two major revolutions and two movements, Iran is still facing problems democratizing. The latter part of the course relies on documentary films that contain actual footage of Iran’s nationalist movement in the 1950s and the revolutionary struggles in 1979.

Distributive: Dist:SOC; WCult:NW

## Spanish and Portuguese Languages and Literatures

### **SPAN 40.11 - Truth or Dare: Spanish American Testimonio and the Concept of Fake News**

This course examines the status of truth in moments of high-stakes political conflict. Current debates about fake news focus on social media and political polarization to make new arguments about the old concept of propaganda. Latin American *testimonial narratives* offer a rich history

of the core issues in these debates. We will examine written and filmic *testimonios* from Cuba, Chile, Guatemala, Argentina, Bolivia, Colombia, and Mexico, from the 1960s to the present day to explore the possibilities of truth-telling across opposed social groups. These texts typically (though not always) represent politically marginal perspectives or communities: indigenous groups, the poor, women, dissidents of various types. We will pay particular attention to the fusion of documentary narrative styles, more obviously fictional elements, and characteristics of autobiography. We will analyze the aesthetic, ethical, and political demands that the *testimonio* form makes on its readers/spectators. In addition to the *testimonios* themselves, we will read criticism of *testimonio* by anthropologists, sociologists, historians, and literary scholars to evaluate different disciplines’ approaches to reading *testimonio*. The course foregrounds the political implications of how truth is defined for each type of reading.

Distributive: Dist:LIT; WCult:NW

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

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

**SPAN 55.11 - Bullets and Letters: Basque Terrorism and the Arts**

This course will focus on Basque culture produced in response to ETA terrorism. We will study the ideology that governs nationalist discourses, understand the relation between identity and violence, and find in the arts (literature, film, painting, and sculpture) a reason to make the humanities one of the legs upon which peace and reconciliation rest. Documents include interviews and writings by former ETA militants and understanding the final dissolution of the organization in 2018.

Distributive: Dist:LIT; WCult:W

**SPAN 63.08 - The Many Faces of Brazilian Cinema**

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

Distributive: Dist:ART; WCult:NW

**SPAN 65.11 - Archive Fever. Cultures and Knowledges in an Unequal World**

The goal of this course is to achieve an advanced and nuanced understanding of the role of archives for cultural diversity and knowledge circulation, paying specific attention to digital transformation in contexts of knowledge asymmetries. Students will learn to understand patterns and developments of the geopolitics of knowledge from the perspective of Latin America and the Caribbean and will become familiar with the processes and practices of "archives" (libraries, museums, archives in the stricter sense). There will be discussion of the outcomes and the implications of digital transformation in order to bridge theory and practice via concrete archival experiences.

**SPAN 65.12 - Reading Spain with Goya, the Eternal Provocateur**

Francisco de Goya (1746-1828) lived in a period of intense political upheaval, civil wars and social turmoil. His early work showed the influence of the Enlightenment and had a critical point of view that aimed to not only please but also educate his viewers. As time went by, the ravages of illness, war, and political repression showed in his paintings through impactful and enigmatic imagery that upended the traditional role of an artist and that has earned him a relevant place in contemporary Spanish culture, as shown in his numerous films that bring him alive.

Although he became a court painter and was well connected to the monarchy, a closer look to his paintings reveals a critical stance that urges his viewers to reflect on the lack of meaning in modern society. From the royal tapestries and portraits, to the incisive *Caprichos*, the impactful *Disasters of the War* and the desperate *Black Paintings*, we will examine the history of Spain through Goya's major works, not only as subject but also as object of representation in literature and in films.

Distributive: Dist:LIT; WCult:W

**SPAN 65.13 - The World of Frida Kahlo**

This course focuses on the life and art of Mexican artist Frida Kahlo, one of the most iconic figures in art history. Kahlo has been praised and revered by art experts and casual observers alike and in the past decades the commercial use of her image has grown exponentially. The course will delve into the political and artistic influences that shaped her artwork, from the political effervescence of the Mexican Revolution, to her interest in folk and indigenous culture, to her involvement with feminist, surrealist and Marxist ideas. We will also analyze how her life and art became a global phenomenon in pop culture known as "Fridamania".

Distributive: Dist:ART; WCult:NW

**SPAN 70.02 - One Hundred Years of Solitude**

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

Distributive: Dist:LIT; WCult:NW

**SPAN 73.09 - George Ticknor: The Legacy of a Dartmouth Hispanist**

Two hundred years ago, George Ticknor returned to Boston after a life-changing four-year period of study (Germany) and travel (Spain, Portugal, France) in Europe. He accepted a position at Harvard University as the first professor of Romance Languages, a position that allowed

him to integrate the study of Spanish, Portuguese and French into the core curriculum. In 1849, he published his influential *History of Spanish Literature*, a work that set the foundation for the modern study of the literature and culture of Spain. This course will explore the life and writings of this outstanding Dartmouth alumnus, as well as its legacy in the 21st Century.

**SPAN 73.10 - Argentine Rural Imaginations: New Fictions of the Countryside.**

The contrast between the city and countryside occupied a very prominent place in the River Plate literature since 19th century. The rural fictions of Argentine romanticism were central in the task of constructing the myths of national identity. But those times began to end with the arrival of urban naturalism in the early 20th century. After decades in which urban narratives hegemonized cultural production, a series of geopolitical, historical and social events seem to have given a new visibility to the countryside: the emergence of a New Ruralism (young middle-class families moving into the countryside in search of a new lifestyle); the conflict between the Kirchners government and the agricultural sectors in 2008; the toxic consequences of genetically modified crops. The disturbing new rural fictions show the darkest side of the new situation in the Argentine countryside. The empty space, instead of granting amplitude and freedom, spells oppression, and in many cases, horror and death. Works by Aboaf, Alasia, Almada, Belón, Berneri, Busquets, Carri, Havilio, Martel, Martoccia, Schweblin, Venturini.

Distributive: Dist:LIT; WCult:NW

**SPAN 80.18 - Luis Buñuel: Cinema of Desire**

Few filmmakers can claim to have produced a rich filmography in different countries spanning five decades. Luis Buñuel (1900-1983) born in the Spanish region of Aragón became during his youth a most successful director in France with his surrealist transgressive films *Un chien andalou* (1928) and *L'age d'or* (1929), made in collaboration with Salvador Dalí. After the Spanish Civil War, and as an exile in México, Buñuel directed some of the most influential films of Mexican cinema. Later on, he worked again in France and Spain where he directed much admired films like *Viridiana* (1961) and *Belle de Jour* (1967); he also made films for the English-speaking audience. In spite of its diversity, the spectator can always find the *buñuelian* trademark in all of them: an anti-establishment ideological stance combined with a most compassionate gaze on the human condition. This course will present an in-depth vision of Buñuel's filmography within the aesthetic and political context of his time.

Distributive: Dist:ART; WCult:W

## Studio Art

**SART 17.20 - Video Art**

This theory/practice studio course explores the medium of video as an art form. Through a survey of historical and contemporary works, students will examine how history, access, culture and technological shifts have influenced and changed how artists work with the moving image and time-based media. From early portable video rigs and live video to the use of animation, netart, streaming video, and memes, the course will unpack role that film, video, sound, writing, performance, abstraction, installation, structure, streaming and narrative forms have played in their work. Students create individual video projects to develop their artistic voice and point of view; they engage with properties that distinguish video art practices while completing a series of creative experiments in order to develop a personal media vocabulary. Students will use video art to expand our understanding of time, space, sound, representation, and narrative.

Distributive: Dist:ART

**SART 17.21 - Water In the Lake: Real Events for the Imagination**

This class, based on the book [Water in the lake: Real Events for the Imagination](#)(1979) by Kenneth Maue, fuses cinema, the studio arts, sound, and theatre with the natural landscape in an intense study of improvisation, collectivity, and collaboration in conjunction with the environment. Looking at religion, law, science, and politics as a way to consider cinema, sound, land art, site specificity, performance, and the unfolding of real time events within the artistic context, we will gain the critical capacity to understand intersections of cinema, performance art, video art, land art, and sonic practice. Through viewing films, listening to sounds, and studying works of art spanning painting, sculpture, installation, site-specific practice, and performance, we will inspire and provide critical/historical contexts for your personal work in the course.

Distributive: Dist:ART

**SART 17.22 - On Earth: Art The Anthropocene**

The Anthropocene is a new geologic era that has been defined as the present epoch in which the earth's systems and biodiversity are being slowly disrupted by the impact of humans on the earth. This theory/practice, studio course engages with contemporary art to explore creative practices related to the topic. Through the production of artworks students will investigate the profound role art and design can play to address and expand current related dialogues.

This course will explore what it mean to consider humans as a geological agent and how artists and designers can engage with the shifting perceptions of our surroundings.



Creative projects that are open to the use of a range of media center on practical techniques that may include; mapping, the production of data visualization, journaling, and collaborative exercises. The course content builds through interrelating topics such as: new understandings of time, space, and scale; the concept of worlding; the use of scientific data to interpret planetary systems; the influence of the techno-sphere on human sensing and perceptions of “the natural”, and a redefinition of kin in a posthumanist era.

The course serves neither as a comprehensive study of the Anthropocene nor as an art historical survey. It is instead an introductory exploration into ways to consider the Anthropocene in order to cultivate and reinforce new forms of flexible creative and critical thinking.

Distributive: Dist:ART

## The John Sloan Dickey Center For International Understanding

### **INTS 82.01 - Global Health Field Research: Methods and Practice**

This course prepares Dartmouth students to undertake field research to answer a substantive policy or service delivery research question for an international partner. Course participants explore a global health or international development problem from a scientific, social, cultural, and policy perspective while gaining an understanding of the complexities of public policymaking and service delivery in a low or middle-income (LMIC) setting. Following the completion of the course, students will be able to participate in a co-curricular, team-based project at an international field site.

## The Nelson A Rockefeller Center for Public Policy

### **PBPL 27 - Affirmative Action in Higher Education**

Although it has been over 50 years since John F. Kennedy issued an executive order to implement affirmative action policies, institutions of higher education continue to look for ways to encourage minority and low-income students to matriculate. Furthermore, the pendulum has swung the other way with lawsuits against the policy’s implementation at institutions such as Harvard, UC Berkeley, UT Austin, and the University of Michigan. Educational institutions stress their desire for diverse, well-rounded, high achieving classes and continue to implement methods to attract highly qualified students, but are their methods both successful and fair? How can educational administrators, parents and community members work together to improve college access and increase equality? Has affirmative action outlived its purpose? Has the college access gap widened or shrunk? Are students’

experiences on campus living up to their promise of equal opportunity? This course will explore the topic of affirmative action through some traditional classroom techniques (reading/ writing/ discussion) and some experiential education techniques in keeping with President Hanlon’s call for such techniques, including a public policy portfolio project, conversations with professionals who administer affirmative action at colleges and universities, and pitching proposals to a panel of public policy experts.

Distributive: Dist:SOC

### **PBPL 84.04 - Inequality and American Democracy**

Inequality – economic, political, and social – is among the most pressing and contentious issues of our time. What forms of inequality should we care about? How much is too much, or too little? What are inequality’s causes and consequences, which dimensions should be addressed, and how? We examine inequalities of income and wealth, political representation, education, incarceration, health, race, gender, and the future of work, ranging from philosophical and historical foundations to contemporary politics and policy.

Distributive: Dist:SOC; WCult:W

## Theater

### **THEA 10.55 - The Making of 21st Century Exhibits: Curating a National Black Theater Museum/Institution**

This course is designed for those interested in theatre and performance, African American studies, history, and culture. Students will study influences on the development of black theater and performance in the USA as well as processes for preserving, curating, and exhibiting culture in institutions, examining how museum concepts intersect and/or collide with representations of black history and culture. In collaboration with the Hattiloo Theatre in Memphis and the DeVos Institute of Arts Management, who are drafting plans for an institution devoted to black theatre practitioners, students will determine and develop content for an interactive venue. They will consider strategies for the use of technology and live exhibits, involving black communities in exhibits and curation, and providing access to diverse communities. Projects and findings will be shared with the institution’s developers and will be considered in their ongoing plans. The course will include a visit to the National Museum of African American History and Culture in Washington.

Distributive: Dist:ART; WCult:CI

**THEA 10.65 - 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

**Womens Gender and Sexuality Studies****WGSS 24 - Women and Gender in Asia and the Middle East: Historical Perspectives**

This is a rubric for special topics, and should not be included in the ORC.

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

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

Distributive: Dist:SOC; WCult:NW

**WGSS 36.06 - Gender and Sexuality in Asian American Literature**

Focusing on contemporary Asian American literature, film, and popular culture, this course emphasizes a diverse range of engagements with gender and sexuality that disrupts binary thinking on the topic. Through close analysis of cultural texts, students will examine the formation of Asian American genders and sexualities alongside histories of racialization, migration, and labor. Texts may include: Monique Truong's *The Book of Salt*, David Henry Hwang's *M. Butterfly*, R. Zamora Linmark's *Rolling the R's*, Justin Lin's *Better Luck Tomorrow*, as well as episodes of *Battlestar Galactica* and *24*. We will also read critical essays by Gayatri Gopinath, David Eng, Yen Le Espiritu, Karen Tongson, Lisa Nakamura, and Martin Manalansan.

Distributive: Dist:LIT

**WGSS 37.06 - Women in Asian Cities**

We live in a time of increasing urbanization and globalization, paralleled with prevailing poverty and uneven access to infrastructure. In this course, we will explore these issues through a focus on women across Asia. We will also examine how politics of race, class, caste, religion, and migration status shape urban experiences for these women. Major thematic areas for this course include migration, informal economies, mobility, culture, and urban nature. The class will draw on academic scholarship, newspaper articles and popular culture to introduce gendered perspectives on cities across Asia including Istanbul, Tehran, Mumbai, Hong Kong, and Manila.

Distributive: Dist:SOC; WCult:CI

**WGSS 40.05 - Asian American Inactivism**

What counts as Asian American activism? This course challenges what we dominantly understand as activism—key to the emergence of Asian American Studies. Moving away from political actions centered in the discipline, such as student strikes and immigrant workers' protests, this course will turn to visual and performance art works by artists of color, who consider other forms of action that are **not** overtly visible, resistant, oppositional, agentive, militant, loud, and documentable. Each week, students will examine an aesthetic form/a performance of *inactivism*, including passivity, silence, and endurance, alongside issues related to labor, immigration, and citizenship among others. How, then, might we approach and reconcile with performances that once again reify notions of racialized and gendered bodies as apolitical, passive, submissive, and compliant? Drawing on scholarship within Asian American Studies, critical ethnic studies, feminist and queer theory, and performance studies, this course will attune students to the role of aesthetics to interrogate and expand what we conceive of as activism, resistance, and survival from racialized, feminized, and queer positions.

Distributive: Dist:ART; WCult:CI

### **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 41.06 - Transnational Feminisms**

Transnational feminism, in its broadest vision, has been the project of "feminism without borders." Rooted in intersectionality, justice, praxis, and solidarity, the banner of transnational feminism has assembled scholars and activists from diverse social and geopolitical positions through coalitions across global, regional, national, and local borders, both within and beyond the nation-state. This course begins with genealogies of global, women of color, and postcolonial or Third World feminisms and histories of movement-building from which transnational feminism emerged. Students will be introduced to themes of universalism, solidarity, positionality, and the problems with speaking for "others," especially Northern feminists representing women in the Global South. In the second part of the course, we turn to contemporary topics in transnational feminism, including globalization, development, war, militarism, labor, migration, climate change, and humanitarianism, and feminist mobilizing against injustice within and across borders.

Distributive: Dist:INT or SOC; WCult:NW

### **WGSS 52.05 - Women, Representation, Power: Writing India, Then and Now**

How are global relationships shaped by what and who we read? We come to these relationships with preconceptions, often created primarily from our encounters with others that are mediated through language. In this course, we will examine how knowledge is constructed through language using India as a case study. This course is directly related to Dartmouth's program in Hyderabad, India. Our focus will be on the representation of women and female agency in this case study of India as we explore how knowledge is created, by whom, and to what ends. Language is a powerful instrument. We will analyze how language has

been and is currently used to portray India, as we will think critically about how our perceptions of India have been shaped by what we have read, heard, and seen. Some questions we will address are: How have images of India been constructed over time? To what ends? What impact has colonialism had on how India was portrayed to the west? How did/do Indian writers use language to reclaim their country? How is feminism defined in India? How can we understand female agency in the Indian context? What role have women in India played and how has this female agency been incorporated into or excluded from representations of India developed into the subcontinent as well as outside of it?

Distributive: Dist:SOC; WCult:NW

### **WGSS 52.06 - 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 examine and craft visions of alternative futures grounded in prison abolition. Drawing on archival research, critical theory and speculative fiction from Black queer and trans thinkers such as Miss Major, Edouard Glissant, Marie Vieux-Chauvet, Octavia Butler, and Samuel Delany, our goal will be to challenge our current carceral order, chart how we move past it, and imagine what liberatory prison abolitionist futures lie beyond.

Distributive: Dist:SOC; WCult:CI

### **WGSS 56.12 - Black Queer Literature and Film**

This seminar will combine elements of black (trans) feminist theory and black queer theory to examine the written works and films/videos by and about lesbians, bisexual, transgender, gay and queer Black people. Emphasis will be on tracing the emergence of black literary and cinematic voices from the late twentieth century to the present. We will read poetry, fiction and essays as well as watch films with an eye towards understanding the historical and theoretical construction of sexual and gender identities, politics and sexual/cultural practices in Black communities. Special attention will be paid to the construction of race, gender and sexual identities in North America, the Caribbean and the United Kingdom.

Distributive: Dist:ART; WCult:CI

### **WGSS 57.01 - Data and Bodies**

In this course we will take a multi-modal approach to understanding relationships between "datafication" and human bodies. Today's "Datafication" is a process of transforming diverse processes, qualities, actions and phenomena into forms that are machine-readable by digital technologies, but the act of turning humans and human bodies into quanta of information has a long history. We

will be using art, new media, history, information science, and more to think through the impact that datafication has on how we understand ourselves and others. Particular attention will be paid to the ways in which data has historically been used in racializing and gendering ways, and the role that quantification of people has been integral to the development of the Western nation-state.

Distributive: Dist:SOC

### **WGSS 61.06 - Feminist Perspectives on Reproductive Ethics**

This class focuses on ethical issues concerning human reproduction. Some of these issues are familiar: Is abortion moral? Is sex-selection ethical? Other issues may be less familiar: Does prenatal testing express a negative message about living with disability? Is there anything wrong with aiming to have a deaf child? Yet other issues have arisen with the commercialization and globalization of reproduction: Is there anything wrong with selling one's reproductive labor? Is it ethical to 'outsource' pregnancy to Indian surrogates? We will start by looking backward to ethical issues around the introduction of contraception; we will end by looking forward, to the promise of same-sex reproduction through in vitro-gametogenesis, and reproduction via artificial gestation. While we will consider numerous perspectives on each issue, special consideration will be given to feminist viewpoints.

Distributive: Dist:TMV

### **WGSS 62.04 - Women and the Making of Science**

This seminar course will consider the role of self-identifying women in the history of science from two perspectives: first, women as the often eroticized objects of scientific inquiry and second, women as scientists or natural philosophers whose work was frequently derided or obscured behind the names of fathers, husbands, brothers, and/or coworkers. We will read primary texts in the anatomical, astronomical, mathematical, and physical sciences, along with contemporary theory on gender, science, and Anglo-American cultures. Please note that the construction of the gender binary and notions of biological race are very much at the fore of this course but are not taken as a 'natural,' given, or stable quality. The history of science is HUGE, so we'll take two areas as focal points for the course: bodies as sites of knowledge and mathematical sciences.

Distributive: Dist:SOC; WCult:CI

### **WGSS 65.08 - Black LGBTQ History**

This course is an introduction to the study of Black LGBTQ history in the United States. We will examine a range of primary and secondary source material from the nineteenth century through the late twentieth century. This material includes documentaries, scholarship, newspaper articles, newsletters, diaries and letters. We will look at

sexual relationships in the nineteenth century among slaves and free people as well as the cultures of sexual diversity and gender transgression a couple of generations after slavery that gave rise to the jazz age and the Harlem Renaissance. We will also take a look at post-war America, the Civil Rights and Black Power era for their moments of sexual expression and gender variance as well as repression. The course will continue to examine Black experience into the AIDS crisis, gay marriage debates and transgender rights movements.

Distributive: Dist:SOC; WCult:W

### **WGSS 66 - Special Topics in Women's, Gender, and Sexuality Studies**

This rubric catches courses that do not fit under other existing rubrics or have an experiential component. It should not appear in the ORC

#### **WGSS 66.01 - Times of Crisis**

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

Distributive: Dist:SOC; WCult:CI



## Index

