

**Spring 2020
Hate-Related Courses**

DIVISION OF THE ARTS

ARTS

12235	ARTH 160 Survey of Latin American Art	Susan Aberth	T Th 11:50 am-1:10 pm	FISHER ANNEX	AA D+J	AART DIFF
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Cross-listed: **Latin American & Iberian Studies**

A broad overview of art and cultural production in Latin America, including South and Central America, Mexico, and the Caribbean. The survey will commence with an examination of major pre-Columbian civilizations and a field trip to the Metropolitan Museum. This is followed by an examination of the contact between Europe and the Americas during the colonial period, the Independence movements and art of the 19th century, and finally the search for national identity in the modern era. All students welcome. (AHVC distribution: the Americas)

Class size: **22**

12506	ARTS 220 Architectural Entanglements with Labor	Ivonne Santoyo Orozco	T Th 4:40 pm-6:00 pm	OLIN 203	AA	
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Cross-listed: **Environmental & Urban Studies; Experimental Humanities; Human Rights**

Architecture is both the product of labor and the organizer of its relations, yet often these issues remain overshadowed by aesthetic considerations and the broader discourse of design. In shifting the question of labor in architecture to the foreground, this course invites students to reflect on the spatio-political role architecture has played in mediating bodies, work and capital. To do this, we will analyze contemporary transformations to paradigmatic sites of work (offices, factories, tech campuses), as well as the many spaces that have been produced to feed architectural production and its endless cycles of extraction (camps, slums, mines), and the architecture that reproduces forms of maintenance (houses, squares, resorts). We will analyze a diverse set of contemporary and historical architectural precedents against a heterogenous landscape of voices from Maurizio Lazzarato, Silvia Federici, Mierle Laderman Ukeles, David Harvey, Peggy Deamer, Mabel O. Wilson, among others. The course will unfold in a combination of lectures and seminars. There are no exams but students are expected to complete weekly assignments and a final project.

12243	ARTH 281 Governing the World: An Architectural History	Olga Touloumi	W F 11:50 am-1:10 pm	OLIN 102	AA	AART
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Cross-listed: **Environmental & Urban Studies; Global & International Studies; Human Rights**

This course will utilize architecture both as an anchor and lens to study the history of world organization from the beginning of settler colonialism during the 16th and 17th centuries to post-World War II processes of decolonization and the emergence of a neoliberal global financial order after the collapse of the Communist bloc. Slave ships,

plantation houses, embassies, assembly halls, banks, detention camps, embassies, urban development, housing, as well as maps, plans, and visual culture, will provide us with focal points in an effort to historicize the emergence of a “global space” and decipher its architectural constructions. Readings will include historians and scholars such as Immanuel Kant, Karl Marx, Hannah Arendt, Frantz Fanon, Gayatri Chakravorty Spivak, Homi Bhabha, Ulrich Beck, Mark Mazower; as well as architectural projects and texts by Jaqueline Tyrwhitt, Team X, Hannes Meyer, Paul Otlet, Buckminster Fuller, Constantinos Doxiadis among others. Course assignments include the production of a glossary, as well as a midterm exam and a final paper. (Art History Requirement: Modern)

Class size: **22**

DANCE

12283	DAN 360 Dance History:Right to Dance	Jillian Pena	F	9:00 am-11:20 am	FISH CONFERENCE	AA	AART
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Cross-listed: **Theater & Performance; Human Rights**

(4 Credits) Dance is perhaps the most basic form of art - needing only the body for its creation. Through the ages, it has been used as a display of nationalistic pride for cultural celebrations. While some types of dancing are praised as superior and a display of good judgement, other types have been regulated and perceived to be dangerous. Tracing dance through history, we will look to Western court dances, folk dances across different continents, and Native American cultural celebrations, acknowledging that historical documentation only goes so far and is a privileged and subjective medium. We will land in 2017, with the repeal of New York City's Cabaret Law that prohibited dancing, and the release of the tv show The OA, in which "Five Movements" save the characters from violent situations. Looking at theatrical, social, and folk dance, we will investigate how dance both represents and creates culture. We will see how dance can reflect its context explicitly through representation or implicitly through form. Dance is a language which unites communities and distinguishes them from each other. Dance has been passed down like an oral tradition, from body to body, surviving regulation. As a form of diasporic language, dance is easiest to conceal and the hardest to erase. Students are encouraged to write their own dance history – drawing connections across times and spaces through both formal essays and creative projects.

Class size: **15**

FILM AND ELECTRONIC ARTS

12387	FILM 167 Survey of Electronic Art	Edward Halter Screening:	W Th	7:00 pm-10:00 pm 1:30 pm-4:30 pm	PRE 110 AVERY 110	AA	AART
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Cross-listed: **Science, Technology, Society Open to First-year students only.** An introductory lecture course on the history of moving-image art made with electronic media, from the earliest computer-generated films, through television, the portable video camera, the internet, and gaming. Topics include analog versus digital, guerrilla television, expanded cinema, feminist media, video and performance, internet art, video installation, and the question of video games as art. Requirements include two short essays and a final in-class exam or final research paper

Class size: **25**

12371	FILM 216 Border Cinema	Lindsey Lodhie	Sun M	7:00 pm-10:00 pm 1:30 pm-4:30 pm	AVERY 110 AVERY 217	AA D+J	
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Cross-listed: **Human Rights**

This course examines the construction, representation and interrogation of borders in cinema and visual culture. We will consider how contemporary debates around borders, both literal and figurative, can be viewed through the lens of visual media given that “borderlines”—frames, boundaries, and thresholds—are integral to the language of cinema and art. Themes of movement and migration, citizenship and belonging, self and other, landscape and space, and surveillance and (in)visibility will be discussed through a broad range of texts from a global perspective. Weekly screening of film and screen-based art by Chantal Akerman, Abbas Kiarostami, Joshua Oppenheimer, Emily Jacir, Krzysztof Wodiczko, Mika Rottenberg, Alex Rivera, Wong Kar-Wai, and Michael Haneke. Seminar participants will be responsible for attendance at class meetings and screenings, participation in discussion and weekly assignments, and completion of the mid-term and final essay.

Class size: **15**

12389	FILM 267 The Films of Andy Warhol	Edward Halter	Th 7:00 pm-10:00 pm F 10:10 am-1:10 pm	AVERY 110	AA
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Cross-listed: **Art History; Gender and Sexuality Studies**

Between 1963 and 1969, American artist Andy Warhol made over a hundred 16mm films, many of them shot in and around his Manhattan studio, The Factory. This course will study selections from the complete range of Warhol's cinematic output, including his later forays into producing features by other directors such as Paul Morrissey, and his work in television and video art. We will analyze Warhol's filmmaking and its impact through a variety of frameworks and approaches, considering his central place within the New American Cinema and as a precursor to what P. Adams Sitney would name the structural film; looking at his films as major elaborations of Pop and minimalism; applying critical theories developed in relation to his painting and sculpture to talk about serialism, materiality, and the mechanical reproduction of the image; investigating how his films participated in a new explosion of queer identity and liberated sexuality onscreen; and looking at how Warhol's filmmaking intersected with his other activities in art, publishing, photography, and music. Readings will include key studies of Warhol by Jonas Mekas, Parker Tyler, Stephen Koch, Callie Angell, Annette Michelson, Juan Suarez, Peter Gidal, Douglas Crimp, and others. Required coursework will include in-class participation, short writing assignments, and a final research paper.

Class size: **15**

12381	FILM 315 Reframing Reality: Doc Prac II	Fiona Otway Screening:	T 7:00 pm-10:00 pm W 1:30 pm-4:30 pm	PRE 110 AVERY 117	PA
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Cross-listed: **Human Rights**

How can documentary filmmaking open a portal for learning about ourselves and the world we live in? This intensive production course is designed as a laboratory to explore curiosities, complexities and conundrums. We will use documentary filmmaking as a means to articulate provocative, nuanced, juicy questions about how the world works and what it means to be human. In the process, we will interrogate how power is embedded in authorial voice, question how documentary grammar can be used to subvert or reify metanarratives, probe the relationship between form/content and process/end product, examine the intersection of filmmaking and social justice, challenge our own assumptions and the assumptions of others. We will use individual and collective filmmaking exercises, writing, field research, theoretical readings, and screenings to build creative muscles. Expect a rigorous course that requires active participation and significant time commitment outside the classroom. This course is the second in a two-semester documentary video production sequence. Skills and ideas introduced in "FILM 260: Reframing Reality" (Fall 2019) will be expanded and deepened through the completion of a more ambitious documentary project this semester. Students completing FILM 260 will be given priority for spots in Spring semester course. All students are expected to have prior experience with video camera operation and editing. Advanced students who did not take FILM 260 but would like to take this course should email fotway@bard.edu one paragraph explaining their interest in taking this course and their video production background. This production class fulfills a moderation requirement.

Class size: **12**

MUSIC

12222	MUS 146 Jazz Histories: Sound/Communication	Whitney Slaten	T Th 1:30 pm-2:50 pm	BLM N210	AA	AART
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Cross-listed: **Africana Studies; American Studies; Historical Studies**

Jazz history is plural. It begins as histories of expressions by African descendants in the New World, as well as how their sounds and social positions have both attracted and resisted the participation of allies and oppressors in the construction of jazz as American culture. Histories such as these foreground assertions of jazz as both an American sound and the sound of something broader. The various lifeworlds of jazz—local and global, past and present—lead to questions about the music's folk, popular, and art music categorization. Through a framework of exploring the history of jazz through specific sounds and surrogate communications, this course surveys the development of musical aesthetics set within specific social contexts that reveal how improvisation wields the production and reception of sounds and communications within and beyond the bandstand. Students in the survey course will read, present, and discuss writing about jazz and its periods. Lectures will situate specific media

12185	MUS 266B American Popular Song II 1930-1950	John Esposito	M W 11:50 am-1:10 pm	BLM N211	PA	PART
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Cross-listed: **Africana Studies; American Studies** This performance-based course is a survey of the major American popular song composers of the Tin Pan Alley era, whose work forms the core of the jazz repertoire. Composers studied will include Gershwin, Berlin, Porter, Ellington, Warren, Rodgers, and others. The course will include readings, recorded music, and films. The students and instructor will perform the music studied in a workshop setting. Prerequisite: Jazz Harmony II or permission of the instructor. ***This course counts as an ensemble requirement.***
Class size: 20

THEATRE AND PERFORMANCE

12392	THTR 257 Arendt in Dark Times	Roger Berkowitz Emilio Rojas	W 1:30 pm-4:30 pm	FISH RESNICK	AA D+J
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Cross-listed: **Human Rights; Political Studies** This interdisciplinary studio course will investigate the writings and philosophy of Hannah Arendt on and around the questions of refugees, racism, and nation-states and use them as the basis for the creation of collaborative performance-based projects. Using Arendt's archives and philosophy, alongside related texts, we will seek to understand the current dark times through the lens of the refugee crisis. We will discuss issues of immigration and refugees, totalitarianism, racism, xenophobia, violence and the human condition through in depth readings of her writings as well as opposing political views. After a period of immersion in Arendt's universe, students will be divided into cross-disciplinary groups and will create original performance using her texts, and learn to read her writings using different voices and gestures. Beyond Arendt's own work we will read contemporary and 20th century poetry, and explore contemporary performance and artistic practices that respond to the themes of the class.
Class size: 20

DIVISION OF LANGUAGES AND LITERATURE

LITERATURE

12486	LIT 127 Who is Joaquín Murieta?	Alexandre Benson	T Th 3:10 pm-4:30 pm	HEG 102	LA D+J
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Cross-listed: **American Studies; Human Rights; Latin American & Iberian Studies**
2 credits (the course will run from January 28 to March 12). This half-semester course centers on a singular text in Native American and Latinx literary history: *The Life and Adventures of Joaquín Murieta: The Celebrated California Bandit*, by John Rollin Ridge (Cherokee Nation). When it appeared in 1854, *Joaquín Murieta* was not only the first novel published by a Native American author but also one of the first printed in California, only a few years after the United States annexed that territory during the Mexican-American war. After closely reading Ridge's work, we will revisit the narrative (and the questions that it raises about state power, violence, land rights, and aesthetics) from several perspectives. We will turn, for instance, to historical documents (treaties, speech transcripts, legal statutes) that help us trace the novel's connections both to the Cherokee displacements of the 1830s and to the labor politics of the Mexico-US border, at the moment when that border first took roughly the geographic shape it has today. We will also consider the many adaptations and afterlives of Ridge's bandit story, from folk histories of the "real" Joaquín, to a play by Pablo Neruda, to the creation of Zorro and other pop-culture vigilantes. Our discussion will be informed by readings in contemporary Native literary studies, introducing students to the field's ongoing debates about nationalism and narrative form.
Class size: 22

12483	LIT 203 The Rhetoric of Conquest and Contact: (De)Colonizing Narratives of Latin America	Nicole Caso	T Th 11:50 am-1:10 pm	OLINLC 210	FL
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Cross-listed: **Human Rights; Latin American & Iberian Studies; Spanish Studies**

From the first moment of contact between Spain and the Americas, distinct forms of cultural representation have emerged to make sense of new encounters between different ways of knowing and being in the world. This course traces the history of rhetorical strategies and recurrent tropes that continue to repeat in the literature of Latin America as the trauma of the initial contact remains in the consciousness of the region. Notions such as “the tabula rasa,” “the noble savage,” “the marvelous,” and “the ineffable” are central to narratives that contend with unresolvable ontological tensions. Among the topics and texts addressed are the 1550 debate of Valladolid convened to determine whether indigenous people were human and had souls; the connection between legal constructions of religious purity (pureza de sangre) in the Spanish Reconquest against the Moors and later classifications of race in the Spanish colonies; Felipe Guamán Poma de Ayala’s chronicle to the king of Spain using European rhetorical strategies to denounce the violent excesses perpetrated in Perú in his name; indigenous representations cunningly adapted by Spaniards and Ladinos to bring indigenous societies into the Christian fold, and other iconic Western figures that are deployed to resist and subvert cultural assimilation. Walter Mignolo, Aníbal Quijano, Gloria Anzaldúa, Antonio Cornejo Polar, and María Lugones, among others, will provide the theoretical framework for our readings. This course aims to expose students to some of the fundamental concepts needed to understand Latin American colonial and post-colonial studies in various fields. Conducted in English. **This course is part of the World Literature and Pre-1800 course offering.**

Class size: **22**

12066	LIT 258 American Literature II: The Struggle for a Democratic Poetics	Matthew Mutter	T Th 11:50 am-1:10 pm	OLIN 201	LA D+J	ELIT
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Cross-listed: **American Studies; Environmental & Urban Studies**

(This course has no prerequisites and is open to students at all levels.) This course provides an introduction to American literature written from roughly 1830 to the turn of the twentieth century. Course objectives include honing attentiveness to the subtleties of literary form, understanding the cultural, political, and intellectual contexts of nineteenth-century American writing, and developing skills in critical writing. Our intellectual and aesthetic concerns will include: the ambiguous legacy of Puritanism; the witnesses and critics of the institution of slavery; the American mode of Romanticism; the aspiration to extricate American literature from European traditions and to forge a distinctly democratic poetics; the figurations and politics of “wilderness” and the “frontier”; and the impact of Darwinism on the development of “naturalist” literary genres. Authors will likely include Hawthorne, Douglass, Melville, Dickinson, Emerson, Stowe, Whitman, Jacobs, Poe, and Crane.

Class size: **22**

12067	LIT 259 American Literature III: What Does it Mean to be Modern?	Peter L'Official	T Th 11:50 am-1:10 pm	OLIN 202	LA D+J	ELIT
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Cross-listed: **American Studies; Environmental & Urban Studies**

(This course has no prerequisites and is open to students at all levels.) In focusing upon this era’s major authors and works, we will closely attend to the formal characteristics of this period’s literary movements (realism, naturalism, regionalism, and modernism) while examining many of the principal historical contexts for understanding the development of American literature and culture (including debates about immigration, urbanization, industrialization, inequality, racial discrimination, and the rise of new technologies of communication and mass entertainment). Writers likely to be encountered include: James, Cather, Wharton, Hemingway, Stein, Fitzgerald, Pound, Eliot, Toomer, Hurston, and Faulkner.

Class size: **22**

12477	LIT 272 The Fantastic in Chinese Literature	Lu Kou	T Th 11:50 am-1:10 pm	OLIN 310	FL
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Cross-listed: **Asian Studies**

From the famous human/butterfly metamorphosis in the Daoist text *Zhuangzito* contemporary writer Liu Cixin’s award-winning *Three-Body Problem*, the “fantastic” has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to

find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject—sometimes embrace—stories that could potentially subvert their established framework of knowledge. Meanwhile, the “fantastic” is also historically and culturally contingent. What one considers “fantastic” reveals as much about the things gazed upon as about the perceiving subject—his or her values, judgment, anxiety, identity, and cultural burden. Using “fantastic” literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the “underworld”), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English. **This course is part of the World Literature offering.**
Class size: **18**

12478	LIT 279 Japanese Folklore	Wakako Suzuki	T Th 1:30 pm-2:50 pm	OLINLC 206	FL
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Cross-listed: **Asian Studies**

This course explores a wide range of cultural expressions from premodern through contemporary Japan: epic narratives, local legends, folktales, stories of the supernatural, music, religious festivals, manga, anime, and film. Rather than focusing on traditional sources in the study of Japanese culture (art and literature of the nobility, imperial anthologies, religious doctrines, etc.), we will consider non-elite modes of expression. Through our discussions and readings, we will also tackle some of the ideas and assumptions underlying the notion of the folk. Who are the folk? From when and where does the concept of a folk people originate inside and outside of Japan? Is the folk still a viable, relevant category today? As we analyze the construction of this concept, we will consider its implications for the Japanese and our own perception of Japan. Includes works by Yanagita Kunio, Izumi Kyoka, Mizuki Shigeru, Lafcadio Hearn, Ueda Akinari and many others. Class size: **20**

12479	LIT 284 On Friendship	Thomas Wild	T Th 3:10 pm-4:30 pm	OLIN 205	LA
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Cross-listed: **German Studies**

The core of this course will explore the politics and poetics of friendship. What does it mean to think about political modes of living together through the lens of “friendship”? How is this different from political thinking that focuses on neighboring terms like solidarity, community, fraternity, family, or love? We will be reading from various genres – philosophy, poetry, essay, drama, letters—and asking how different forms of writing may affect our conception of friendship. Reading both canonical and less well-known works from various languages and traditions, we will consider how differences in cultural context or gender norms may shape the idea and practice of friendship. Two guiding concerns will be the connection between friendship and plurality and, relatedly, the relationship between the one and the many. To what extent, for example, is solitude a condition for a life in plurality? And how has the internet altered what we mean by friends? Readings will include works by Arendt, Aristotle, Baldwin, Blanchot, Butler, Derrida, Emerson, Hahn, Heine, Lauterbach, Lessing, Montaigne, Nietzsche, Varnhagen.
Class size: **22**

12480	LIT 291 The Birth of the Avant-Garde: Futurism, Metaphysics, Magical Realism	Franco Baldasso	M W 11:50 am-1:10 pm	OLINLC 210	LA
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Cross-listed: **Art History; Italian Studies**

In his essays “Traveling Theory” and “Traveling Theory Reconsidered,” Edward Said underscored the importance of context and geographical dispersal for revolutionary potential to emerge—or to turn into domestication. In 1909 Filippo Tommaso Marinetti, an Italian poet stationed in Milan, but born in Alexandria (Egypt), founded in Paris the modern avant-garde with the publishing of his first “Futurist Manifesto.” Futurism’s breakthrough claims of refashioning Western culture from its very foundations rapidly spread all over the world. Futurism’s inextricable conundrum of art, politics and performance would then impact not only historical avant-gardes, from Dada to Surrealism, but also the idea of the intellectual as “arsonist” throughout the 20th Century. This course approaches Italian Avant-gardes—with a focus also on Metaphysical Art and Magical Realism—in the transnational circulation of aesthetics of the early 20th Century, between bombastic nationalist claims and tragic negotiations with Fascism. Engaging with both literature and art, the course unravels the intricate, yet fascinating knot of aesthetics and politics at the core of modernism, by studying the birth of the avant-garde and its many contradictions between national anxieties and global movements of ideas.
Class size: **18**

12489	LIT 294 South African Literature	Daniel Williams	M W 3:10 pm-4:30 pm	OLIN 306	LA D+J
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Cross-listed: **Africana Studies; Human Rights**

This course offers an overview of South Africa's vibrant literary landscape, from 19th-century colonial literature through 20th-century writing under Apartheid to 21st-century fiction in a new democracy. Alongside novels, plays, short stories, and films, we will encounter a range of sub-genres (travel writing, historical romance, legal statute, political manifesto, and journalism). Topics include the political and ethical responsibilities of literature; the relationship of fiction to history and memory; the stakes of representation and testimony; and the enduring difficulties of racial segregation and class inequality. Readings may include Olive Schreiner, Sol Plaatje, Athol Fugard, Nadine Gordimer, J. M. Coetzee, Alex La Guma, Zoë Wicomb, Phaswane Mpe, Antjie Krog, and Masande Ntshanga, as well as selections from nonfiction and literary criticism. This course is part of the World Literature offering

Class size: **18**

12496	LIT 348 Black Skin, White Masks: Decolonization through Fanon	Alys Moody	T 1:30 pm-3:50 pm	RKC 200	LA D+J
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Cross-listed: **Africana Studies; French Studies; Human Rights**

Contemporary political activism often calls on us to “decolonize” our lives, our curricula, and our minds. Where does the concept of decolonization come from? What can we learn by reading the history of decolonial thought as a simultaneously literary, political, and philosophical project? This course approaches these questions through a sustained reading of the work of Frantz Fanon, a Martinican writer, intellectual, psychiatrist, and anti-colonial revolutionary, who became one of the leading thinkers of decolonization in the 1950s and 1960s. We will read Fanon's key texts—including *Black Skin, White Masks*, his analysis of the psychopathologies produced by colonial racism, and *The Wretched of the Earth*, his controversial defense of anticolonial violence—in their larger literary, philosophical, political, and psychoanalytic contexts. Our goal is to see how Fanon's distinctively literary writing allows him to make important advances in thought, and to see how he draws on literary and other sources to develop his account of racism and colonization—as well as to see a way beyond them. Placing Fanon into dialogue with poets and novelists like Aimé Césaire, Richard Wright, and Léopold Senghor, philosophers like Hegel and Sartre, psychologists such as Freud and Alfred Adler, and the political discourse and debates of his day, we will ask: how does colonization produce the colonized and the colonizers? What are the psychological and social results of this process? And what would true decolonization require? This course is a junior seminar and will train students in the reading of theory in its historical, literary, and philosophical contexts. Students will work towards a sustained research essay as part of the course. **This course is a Literature Junior Seminar and part of the World Literature offering course.**

Class size: **15**

12499	LIT 356 Playing in the Dark: Toni Morrison's Literary Imagination	Peter L'Official	W 1:30 pm-3:50 pm	HEG 200	LA
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Cross-listed: **Africana Studies; American Studies**

“How is ‘literary whiteness’ and ‘literary blackness’ made? What happens to the writerly imagination of a black author who is at some level always conscious of representing one's own race to, or in spite of, a race of readers that understands itself to be “universal” or race free?” This course takes Toni Morrison's book-length 1992 essay, *Playing in the Dark*, (the above quotes are drawn from its Preface) as inspiration for an exploration of not only Morrison's own fiction, non-fiction, and work as a literary editor, but also how to read—and read critically—within the fields of American and African American literature. We will read Morrison's work (and that of her contemporaries, predecessors, critics, and scholars) in order to examine issues of race and ethnicity, gender, language, identity, and technique, and we will attempt to ask and answer versions of these very same opening questions that Morrison herself leveled at American fiction. This is a Literature Junior Seminar, and as such we will devote substantial time to methods of research, writing, and revision. **This course is a Literature Junior Seminar and fulfills the American Studies Junior Seminar requirement.**

Class size: **15**

12076	LIT 3521 Mark Twain	Elizabeth Frank	W Th	1:30 pm-2:50 pm	ASP 302	LA	ELIT
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Cross-listed: American Studies In this course on one of America's wittiest and most renowned literary figures, students will read Mark Twain's major works, including, but not restricted to *Roughing It*, *Life on the Mississippi*, *The Adventures of Huckleberry Finn*, *A Connecticut Yankee in King Arthur's Court*, *The Tragedy of Pudd'nhead Wilson*, *Letters from the Earth* and *The Mysterious Stranger*. Individual research and class presentations will result in two 8-10 pp. papers, one at midterm and one at the end of the semester. Open to moderated students, preferably those who have taken at least one sequence course in American literature. Course work in American Studies is also encouraged. This course is cross-listed with the MAT program for 3+2 students in literature.
Class size: **18**

WRITTEN ARTS

12091	WRIT 326 Writing and Resistance	Joseph O'Neill	M	11:50 am-2:10 pm	HEG 200	PA D+J	PART DIFF
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Cross-listed: **Human Rights**

Our current political reality demands that we return to the problematic and remarkable relationship between literature and politics. With renewed urgency and awareness of the role language plays in constructing and reshaping our reality, we will read across a broad range of texts, asking: how can resistance, protest, ideological critique, and indoctrination inhabit a piece of fiction? How can the imagination take part in the events of the day? What sort of creative response can be offered to the structures of power and justice? We will be investigating these and other urgent questions through a reading of various texts by the likes of P. B. Shelley, Jonathan Swift, Barbara Ehrenreich, James Baldwin, Franz Kafka, Roberto Bolano, Doris Lessing, and Muriel Spark; and we'll be writing "political" stories and essays of our own. **No writing sample or personal statement is required after registering.**
Class size: **12**

12510	WRIT 348 Documentary Fiction	Valeria Luiselli	M	1:30 pm-3:50 pm	OLIN 310	PA	
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Cross-listed: **Latin American & Iberian Studies; Human Rights**

This course is centered on the relationship between method, process, and final result of a work. How does the creative process determine or at least leave a trace in the last version of a piece? In looking at a diverse range of pieces—textual, visual and audio—we will discuss method and process, and think of the ways that these are readable in the final version of a work. We will be concentrating on the different ways that we can document and creatively respond to the current situation at the US-Mexico border. We will be paying particular attention to examples of pieces where the artist or writer has proceeded by documenting the everyday, and has, in some way or the other, allowed his or her process to manifest in the final piece. Finally, we will of course be thinking in the ways that we, too, can shorten the distance between method, process and final outcome in our own work.
Class size: **12**

FOREIGN LANGUAGES, CULTURES AND LITERATURE

GERMAN

12047	GER 320 Modern German Short Prose	Franz Kempf	T Th	10:10 am-11:30 am	OLIN 304	FL	FLLC
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A survey of great works of mainly twentieth-century prose, including Novellen, Erzählungen, parables and other short forms. Detailed literary analysis will be combined with the discussion of the social, political and historical contexts of each work and interspersed with frequent creative writing assignments. Readings to include E.T.A. Hoffmann, Franz Kafka, Robert Musil, Thomas Mann, Robert Walser, Heinrich von Kleist, Walter Benjamin, Ingeborg Bachmann, Max

Frisch, Friedrich Dürrenmatt, Ilse Aichinger, Peter Handke, Thomas Bernhard, Jenny Erpenbeck, Yoko Tawada and others. Conducted in German.

Class size: 12

12046	GER 408 Heinrich Heine	Franz Kempf	T Th 1:30 pm-2:50 pm	OLIN 303	FL	FLLC
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For Nietzsche, Heine was "the highest conception of the lyric poet. I seek in vain . . . for an equally sweet and passionate music. He possessed that divine malice without which I cannot conceive of perfection." Acquiring an appreciation of both the music and the malice of Heine's artistry is the primary goal of the seminar. Close reading of the collected poems and selected prose works (e.g. *Travel Sketches*, political journalism, *On the History of Religion and Philosophy in Germany*). Significant attention will be paid to the cultural and political contexts of his works, with readings drawn from Marx, Hegel, Feuerbach, and Madame de Staël, as well as consideration of works in music, Schumann's song cycle *Dichterliebe* and Wagner's opera *Tannhäuser*. Conducted in German.

Class size: 12

ITALIAN

12044	ITAL 235 Advance Review: Imagining Italian Cities	Franco Baldasso	T Th 11:50 am-1:10 pm	OLINLC 206	FL	FLLC
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Cross-listed: **Environmental & Urban Studies**

Italy has not one, but many capitals. Unlike other European countries, there is no central stage in the construction of national culture that can boast hegemonic influence throughout Italian history. Although the myth of Rome and its imperial past fostered literati's dreams of political grandeur, Italy grounds its multifold identity on the difference and peculiarities of cities such as Florence, Venice, Naples, Trieste and Milan. Living, walking, and imagining the city is a key experience for Italian culture, from the Middle Ages to the Renaissance, to the Postmodern. With a multidisciplinary approach from poetry to visual arts, fiction and documentaries, the course draws from the works of authors as diverse as Dante, Boccaccio, Machiavelli, Marinetti, Calvino and Elena Ferrante, and filmmakers such as De Sica, Fellini, Pasolini and Benigni. This course constitutes a first introduction to Italian civilization and culture for students who have completed Intermediate Italian. Through in-class discussions, grammar drills, written work, presentations, and performances, it offers an opportunity for students to hone their linguistic skills and actively engage with the complexities of Italian identity, past and present.

Class size: 22

SOCIAL SCIENCES

ANTHROPOLOGY

12308	ANTH / GIS 224 A Lexicon of Migration	Jeffrey Jurgens	M W 10:10 am-11:30 am	OLIN 203	SA D+J	SSCI DIFF
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Cross-listed: **American Studies; Global & International Studies (GIS core course); Human Rights**

Migration is one of the most important and contested features of today's interconnected world. In one way or another, it has transformed most if not all contemporary nation-states into "pluralist," "post-migrant," and/or "super-diverse" polities. And it affects everyone—regardless of their own migratory status. This course examines the history of migration from local, national, and global perspectives, with particular emphasis on the uneven economic and geopolitical developments that have produced specific forms of mobility into and through the U.S. The course also traces the emergence of new modes of border regulation and migration governance as well as novel forms of migrant cultural production and representation. Above all, it aims to provide students with the tools to engage critically with many of the concepts and buzzwords—among them "asylum," "border," "belonging," "citizenship," and "illegality"—that define contemporary public debates. A Lexicon of Migration is a Bard/HESP (Higher Education Support Program) network course that will collaborate with similar courses at Bard College Berlin, Al-Quds Bard, and the American University of Central Asia.

Class size: 22

12309	ANTH 254 The Stranger in Latin America	Gregory Morton	T Th 10:10 am-11:30 am	HEG 201	SA	SSCI
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Cross-listed: **Latin American & Iberian Studies**

What does it mean to be someone unknown? A castaway, a wanderer, a pilgrim, an unrecognized spirit, an anonymous figure in a crowd? This course searches for traces of strangers in the territory that came to be called the Americas. We think through the stranger in order to open up an alternative view onto two tropes that have structured much recent scholarship about Latin America: the encounter and the other. By considering the stranger, we read these tropes in a new and different light. Latin American thought offers important insights for engaging the many mobilizations of the stranger in the social analysis of modernity. The class builds a dialogue around these. It considers theories about urban stranger-sociality, the stranger and the public, double consciousness, organic solidarity, kinship, and stranger-kings. The class is broadly interdisciplinary, drawing in elements from literature, archaeology, sociology, and history and framing them inside the tradition of anthropology. Our readings occur in units. We assess the stranger at the moment of conquest, the stranger as a problem in newly-colonized societies, strangers as rulers, otherworldly strangers, strangers and enslavement, strangers in the city, migratory strangers, violence and the stranger, and the welcome given to strangers. These readings raise questions about the conditions that make it possible for Latin America to seem like a coherent regional whole. Tracing the common paths that a character takes across a continent, we inquire into the prospect of interpreting the Americas as, at base, the land of strangers.

Class size: **22**

12310	ANTH 312 Ethnic Politics/Southeast Asia	Naoko Kumada	Th 10:10 am-12:30 pm	OLIN 309	SA D+J
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Cross-listed: **Asian Studies**

Myanmar consists of an extremely diverse population, with 135 officially recognized ethnic groups, which is why it has been embroiled in the world's longest running civil war since becoming independent of British colonial rule in 1948. The "Rohingya" crisis has emerged against this background of postcolonial ethnic conflict, and become the predominant issue drawing international attention to Myanmar in recent years. The issue is complex both in its local setting and in its context within Myanmar society, colonial history, and postcolonial state formation. This course aims to use study of this issue to help students develop skills and perspectives for analyzing difficult cases of ethnic conflict and cultivate knowledge of Myanmar and other Southeast Asian societies. Topics include the region's cultural and ethnic diversity, history of migration, development of Buddhist kingships, colonialism, war, nationalism, sovereignty, citizenship, and religious conflict. We will explore diverse materials such as writings by historians, anthropologists, and British colonial officers, legal texts such as Burma's constitutions, and recent policy reports. As a final assignment, students will submit a briefing paper presenting the cultural and historical background necessary to understand this issue in local and regional context.

Class size: **20**

ECONOMICS

12320	ECON 245 Economics of Conflict	Aniruddha Mitra	T Th 1:30 pm-2:50 pm	HEG 308	SA D+J
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Cross-listed: **Environmental & Urban Studies; Global & International Studies; Human Rights**

This course explores the economic literature on conflict, focusing primarily though not exclusively on civil war. We start with the central question: if conflict takes such a toll on society, why does it occur? In other words, is the decision to go to war a rational choice? We use this to explore the causes of internal conflict, paying particular attention to the debate on whether it is grievance or opportunity that predicts the onset of collective violence. This leads naturally to an investigation of the essentially intertwined role of economic inequality, ethnic fragmentation, and natural resource endowments on the occurrence of conflict. We then move on to an exploration of the lasting consequences of conflict, emphasizing the fact that war is essentially a gendered phenomenon. We end the course by looking at policies that help in the post-war reconstruction of societies and prevent the recurrence of conflict.

Class size: **22**

HISTORICAL STUDIES

12347	HIST 129 Urban American History	Jeannette Estruth	M W 1:30 pm-2:50 pm	OLIN 202	HA D+J	HIST DIFF
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Cross-listed: **American Studies; Environmental & Urban Studies**

This class will explore the history of the urban American experience. We will ask: what makes a city? How have people built cities, inhabited them, and lived urban lives? What drives urban development and growth? What is the role of cities within capitalism and within government? Together we will begin to think of cities as sets of relationships, as well as a distinct spatial form. To that end, this course will use cities as a lens to research the following themes in United States history: labor and markets, wealth and inequality, ethnic identity and race, and gender and the environment since industrialization. With these frames of analysis, we will examine what ideas activists, architects, planners, social scientists, literary scholars, critical theorists, and sociologists have generated about urban America. Our tools of exploration will include lectures, discussions, scholarly books, primary sources, articles, blogs, and films

Class size: 22

12355	HIST 208 Anti-Semitism/Racism/Liberalism	Daniel May	M W 3:10 pm-4:30 pm	ASP 302	HA D+J	
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Cross-listed: **Africana Studies; Human Rights; Jewish Studies; Political Studies**

This course will explore the emergence of modern anti-Semitism and racism alongside the development of the modern-nation state, and survey some of the dominant responses to both through the 19th and 20th centuries. We will begin by looking at the ways in which racism and anti-Judaism shaped late 18th century debates over the meaning of citizenship in both Europe and the United States and explore the differing and overlapping ways in which both functioned in the emergence of the liberal state. We will then interrogate how religious and scientific arguments of the 19th and early 20th centuries were marshaled on behalf of both exclusion from and inclusion into the protections offered by that liberal state. As we move into the contemporary period, we will delve into debates among those historically excluded from the legal protections promised by liberalism. We will explore how various 20th century writers, primarily but not exclusively Black and Jewish, responded to the question of whether the legacy of White and Christian Supremacy could be overcome in the context of the liberal nation-state. We will survey how political thinkers wrestled with the question of whether liberalism could guarantee freedom and security for all subject to it, or whether alternatives to liberalism – most importantly Marxism and nationalism – were and are necessary in order to realize freedom for those historically excluded from liberalism's protection.

Class size: 22

12358	HIST 213 Immigration:American Politics	Joel Perlmann	W F 11:50 am-1:10 pm	OLIN 202	HA D+J	HIST DIFF
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Cross-listed: **Africana Studies; American Studies; Human Rights; Sociology**

Dreamers and DACA, illegal aliens, dangerous Muslims, fear for jobs, "populism" gone rampant. During and since the 2016 presidential election, immigrants and immigration policy have played a central role in American political debate and the rise of Donald Trump. There are also plenty of apparent parallels in Europe. Some of these developments are surely novel and we will try to specify just what is novel in the American case. At the same time we will ask, what is not so new? After all, immigrant cultural differences, race, and jobs often have been familiar themes in American political history. Class readings will focus both on historical accounts of the immigrant in American politics – and in emerging understandings of the present instance.

Class size: 22

12357	HIST 243 African/African American Arts	Drew Thompson	M W 3:10 pm-4:30 pm	OLIN 202	HA	
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Cross-listed: **Africana Studies; American Studies; Art History; Environmental & Urban Studies**

The contemporary is a foreign concept to historical studies but one that is frequently used to talk about artists, artworks, and art exhibition. Due in part to the recent efforts of curators, gallerists, museum institutions, art critics, and auctioneers, African and African-American art has garnered renewed academic interest and currency. This course surveys the longstanding and largely unheralded story about the cultural production of art within the context of 20th century African, African-American, and African Diasporic history. Students will be introduced to the professional

biographies and trajectories of select artists, the material and historical contexts artists work, modes of art education and art criticism, and the ways in which studied artwork enters into global circulation. The contemporary moment offers new opportunities to reflect on longstanding yet often marginalized historical practices of art making in Africa, the Americas, and the African Diaspora, including (but not limited to) how artists organize themselves into collectives in order to represent and shape the course of history, how people make use of art in moments of political, economic, and social uncertainty, and how artists and curators alike (re)-create these histories of representation and use in galleries, biennales, and museums through varied modes of display. In order to consider the topics above, students will engage with art collection available at the Center for Curatorial Studies and gain practical experience by interacting with leading artists, curators, and critics as part of the interdisciplinary Africana Studies Initiative "Creative Process in Dialogue: Art and the Public Today." Some interest in visual history, art history, cultural studies, Africana Studies, studio arts, and curatorial work is encouraged for enrollment.
Class size: **22**

12360	HIST 2134 Comparative Atlantic Slavery	Christian Crouch	M W 10:10 am-11:30 am	OLIN 204	HA	HIST
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Cross-listed: **Africana Studies; American Studies; French Studies; Environmental & Urban Studies; Human Rights; Latin American & Iberian Studies**

Forced labor (indentured and especially, enslaved) underpinned the early modern Atlantic world and built the Global North. A wide variety of societies emerged from this crucible of contested and changing cultural practice. Peoples of African descent struggled to survive in the early modern Atlantic in the homelands of and, often, alongside Native communities. Together, they fundamentally shaped these new societies through their fight to gain and preserve freedom and maintain or restore their sovereignty. This course focuses on the African and Indigenous Atlantics, through a comparison of the many slave societies in this early modern zone. It considers the comparative development of early modern slavery, enslaved resistance, and late 18th/early 19th century processes of emancipation. We will also consider the implications of how modern states write or remember these histories and the ways in which racial capitalism perpetuates early modern inequities.

Class size: **22**

12363	HIST 2702 Liberty, National Rights, and Human Rights: A History in Infrastructure	Gregory Moynahan	T Th 1:30 pm-2:50 pm	RKC 102	HA	HIST
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Cross-listed: **Global & Int'l Studies; Human Rights (core course); Science, Technology & Society** In the last ten years, the use of human rights law and discourse by nation states and international organizations has come under sustained attack theoretically by the political left and practically by the political right. At the same time, some of the basic assumptions that enabled earlier national protections of rights as outlined in the American and French revolutions have been undermined by changes in technological infrastructure, notably in the blurring of relations between the domains of public and private, commerce and government, military and civilian spheres. The rights of privacy in the American Constitution's fourth amendment, for instance, were stipulated on a concept that the private sphere could be protected by the domain of the household, the public sphere was either a literal space or a public commitment of letters, and that anonymity was more or less the default in the absence of individual intention – none of which now pertain. In this course, we'll try to illuminate the potentials and problems of the contemporary period by developing a history of the relation of rights and liberties to the underlying infrastructures which initially sustained them in fields such as communication-information, housing, agriculture, energy, public health, and transportation, as well as in administrative bureaucracies, police, and military organizations. Working back from the role of NGOs, media, institutions and states in implementing the Universal Declaration of Human Rights since 1948, we will address the structure of rights in the nation state, liberties in the early modern world, and various alternate concepts of human dignity and protection in different social constellations. Although the nation state and international organizations still appear to be the principal actors in establishing rights, this course will suggest that increasingly established infrastructures – notably information and surveillance infrastructure – may be equally important. Authors read will include: Hannah Appel, Geoffrey Bowker, Jessica Barnes, Jürgen Habermas, Lawrence Lessig, Sam Moyn, and Jessica Whyte.

Class size: **22**

PHILOSOPHY

12425	PHIL 240 Rhetoric and Reasoning	Robert Tully	T Th 1:30 pm-2:50 pm	OLIN 101	MBV
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This course navigates the choppy waters between ordinary language (written and spoken) and the formal analysis of language known as symbolic logic. In the domain of arguments, rhetoric and reason coexist in eternal tension. In terms of logic, an argument aims to prove that its conclusion is true, but in terms of rhetoric, the person who makes an argument aims to persuade people to accept the conclusion. Yet some arguments are logically valid but fall flat, while others are highly convincing but logically worthless. The fault lies not in language but in our use of it. The course encourages an appreciation of the richness of meaning but also seeks to inculcate an analytical understanding of the working parts of an argument on which its logical strength depends. Since this is a Philosophy course, it has an arguable bias towards reason.

Class size: 20

12428	PHIL 257 Darwinism & its Discontents	Kathryn Tabb	T Th 11:50 am-1:10 pm	OLINLC 208	MBV	HUM
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Cross-listed: **Environmental & Urban Studies; Historical Studies; Science, Technology, Society**

Darwin's theory of evolution by natural selection has been revolutionary, not just for scientists but for everyone who reflects on human nature and human destiny. The first aim of this course is to separate Darwin's own theory from its scientific, religious, and cultural aftershocks, and to consider how its influence developed and changed over the century and a half since *On the Origin of Species* was published in 1859. After thorough consideration of Darwin's own life and historical context, we will read our way through the *Origin*, and then consider critical reactions to it starting in Darwin's own day, proceeding through social Darwinism and the "Modern Synthesis," and ending in our present moment. The final sessions of the course will explore Darwin's impact on recent philosophical debates over human nature, freedom and determinism, and the relationship between science and religion.

Class size: 22

POLITICAL STUDIES

12441	PS 109 Political Economy	Sanjib Baruah	M W 10:10 am-11:30 am	OLIN 305	SA	SSCI
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Cross-listed: **Global & International Studies; Human Rights; Sociology**

(PS core course) The term Political Economy refers to the interrelationship between politics and economics. However, political scientists and economists do not always use the term in the same sense. Even within these two disciplines the term has multiple meanings. The course will review the ideas of a few major thinkers such as Adam Smith, Karl Marx, Karl Polanyi, Thorstein Veblen, John Maynard Keynes, and John Kenneth Galbraith, and will introduce students to two subfields in particular: international political economy and the political economy of development. Among the questions we would ask are: Why are some countries rich and others poor? What is development? What are the prime movers of globalization? Is the US an empire given its influence and power in the global economy? How can development be redefined to tackle the challenge of climate change? Among issues that we will look at closely is the role of organizations such as the International Monetary Fund, the World Bank, and the World Trade Organization in managing the global economy and the current debates about reforming these institutions.

Class size: 20

12437	PS 277 China/Japan: Postwar Southeast Asia	Naoko Kumada	Th 4:40 pm-7:00 pm	OLIN 201	SA
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Cross-listed: **Asian Studies**

This course focuses on how Southeast Asia has shaped itself, and been shaped, through its interaction with its most powerful neighbors, Japan and China. Japan, until recently the second largest economy in the world, led foreign direct investment into Southeast Asia from the 1980's. In recent years, China has challenged the post-war U.S.-led unipolar global order and emerged as a key regional and global player, pursuing the Belt and Road Initiative to connect, by land and sea routes, China and Southeast Asia, and more globally Eurasia, Africa, and the Americas.

The course attempts to understand these contemporary local dynamics in their regional and global historical context. We will explore Southeast Asia's post-war interactions with Japan and China, and how they continue to be shaped by historical encounters. Topics include: pre-modern interactions and their disruption by Euro-American colonization; nationalism, Japanese occupation, postwar independence movements, and nation-building; the formation of ASEAN and other multilateral institutions, the "East Asian developmental model," and the Asian financial crisis; the role of the overseas Chinese community; recent Chinese initiatives and the struggle for a new regional order.

Class size: 20

12442	PS 323 Global Mobilities & Borders of Exclusion	Sanjib Baruah	T pm	10:10 am-12:30	ASP 302	SA
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Cross-listed: **Asian Studies; Global & International Studies; Human Rights**

Large numbers of people in the world live and work in countries other than where they were born. This is not new. Mass migration has long been integral to global processes that have shaped the modern world. But while this migration occurred for a long time across imperial geographical spaces, the territorial order of formally sovereign states is to a significant extent premised on a disavowal of migration. When making citizenship laws after decolonization, many new states of Asia and Africa had to consider the legacy of colonial era migration. While the plight of the Rohingya has now morphed into a full-blown crisis, their disenfranchisement has its roots in the idea of "indigenous races" embedded in Burmese citizenship laws of 1948. Some of the Gulf states of the Middle East where foreign workers are the vast majority of residents and citizens constitute a privileged minority, represent another anomaly of this new territorial order. Drawing on these and other examples, the course will seek to historicize the modern territorial order and its rules governing citizenship and work.

RELIGION

12452	REL 103 Buddhism	Dominique Townsend	T Th	10:10 am-11:30 am	HDR 101A	MBV D+J	HUM DIFF
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Cross-listed: **Asian Studies**

For more than 2,500 years Buddhist philosophies and practices have evolved around the problem of suffering and the possibility of enlightenment. The pragmatic value of cultivating compassion and wisdom and the inevitability of death are among Buddhism's driving concerns. Across diverse cultural and historical landscapes, Buddhism comprises a wide array of philosophical perspectives, ethical values, social hierarchies, and ritual technologies. It is linked to politics, economics, institutions, and charismatic personalities. At the same time, it is geared towards renunciation. Popular conceptions about Buddhism frequently prove to be too simple to match its complexity. This course offers an introduction to Buddhism's foundational themes, practices, and worldviews within the framework of interdisciplinary religious studies. Beginning with Buddhism's origination in India, we will trace its spread and development throughout Asia, focusing on China, Japan and Tibet. We will also consider its more recent developments globally. There are no prerequisites for this course Class size: 20

12449	REL 117 Hindu Religious Traditions	Hillary Langberg	T Th	11:50 am-1:10 pm	RKC 102	MBV D+J	HUM DIFF
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Hinduism is a living religion with an expansive history. In this course, we will investigate a series of religious movements in India, past and present, which have been collectively labeled "Hinduism." First, students will analyze the roles, myths, and symbolism of Hindu deities in both classical literary texts and visual art. We will then examine foundational concepts from the *Vedas (karma, jnana)*, the paramount importance of the epic literature (*Ramayana, Bhagavad Gita*), the devotional songs and poetry of the medieval *bhakti* saints, and the role of Hinduism in Indian politics. Along the way, we also consider ethnographic accounts of how Hinduism is lived in India and the United States today, looking closely at the construction of sacred space through temples and pilgrimage sites. Within these contexts, students will address issues of difference in devotees' access to worship, based on class/caste, gender, and sexual orientation.

Class size: 22

12451	REL 154 New Testament in Context	Bruce Chilton Mary Grace Williams	T Th 1:30 pm-2:50 pm	RKC 103	MBV
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Cross-listed: **Jewish Studies; Theology**

The New Testament emerged within the setting of Judaism during the first century. This course investigates the literary, social, religious, and theological context in which Jesus' movement arose, and then produced an innovative literature all its own.

Class size: **30**

SOCIAL STUDIES

12946	SST 308 Social Studies Colloquium on Law, Justice, & Society	Laura Ford	M 5:00 pm-7:00 pm	Arendt Center
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1 credit

What is law? How does law connect with local, national, and global institutions of social and political life? Is law about rights or power, or both? Does law work primarily in the realm of culture and meaning, or in the realm of material structures and interests? Is the rule of law a good thing or a bad thing? How can we work together to make our legal system better, and more just? These are the types of questions that we will consider in this 1-credit Social Studies colloquium. We will consider answers rooted in comparative history, legal philosophy, political and social theory, empirical social studies, and in the practical experience of judges, lawyers, and political activists.

SOCIOLOGY

12409	SOC 207 Deviance/Social Control	Anna Gjika	M W 11:50 am-1:10 pm	HEG 102	SA D+J	SSCI DIFF
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All societies establish norms, and in all societies there seem to be individuals who violate these norms and are sanctioned for doing so. Not all violations of norms, however, are sanctioned. The sociological study of deviance examines how certain people and behaviors come to be defined and labeled as deviant in certain contexts. The course will explore three levels of analysis: who or what defines and decides what is deviant? How do those responsible for identifying deviant behavior understand or explain the sources and causes of deviance? And lastly, what are the consequences for deviants of being so identified and treated? How is deviant behavior socially controlled, both informally and through formal organizations, such as the criminal justice system? Students will learn to critically analyze the problems of definition, identification, explanation, and social reaction to violations of institutional expectations. Issues of class, race, gender, and cultural and historical contexts relating to deviance will be discussed throughout the course, to emphasize the fact that standards of normality and deviance always involve issues of power and unequal opportunity. Topics will include: mental illness and mental deficiency, opiate addiction, homosexuality, domestic violence, youth and delinquency, sex work, and terrorism.

12410	SOC 213 Sociological Theory	Laura Ford	T Th 1:30 pm-2:50 pm	OLINLC 208	SA	SSCI
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Cross-listed: **Human Rights**

This class introduces students to classical and contemporary sociological theories. It considers foundational theories that emerged from the social upheavals of modernization in the 19th Century, including those of Marx, Weber, Durkheim, Simmel, and DuBois. The course thus introduces many enduring themes of sociology: alienation and anomie; social structure and disorganization; group conflict and solidarity; secularization and individualism; bureaucracy and institutions, the division of labor, capitalism, and the nature of authority. We then follow these conversations into the contemporary era, examining traditions such as functionalism, conflict theory, rational choice, symbolic interactionism, feminist theory, and critical theory, including thinkers such as G.H. Mead, Robert Merton, Pierre Bourdieu, Jürgen Habermas, and Michel Foucault. Students will learn the key concepts of major theoretical approaches in sociology, and will consider questions such as the relationship between theory and research, and the relationship of social conditions to the production of knowledge.

Class size: **22**

12466	SOC 220 Finding Religion	Laura Ford	T Th 4:40 pm-6:00 pm	OLIN 202	SA
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Cross-listed: **Religion**

This course will offer an introduction to the sociology of religion, with an emphasis on sociological theories of religion. Beginning with ongoing debates over secularization, we will set out on a journey to find religion in the modern world. Does religion only remain in traditional faith communities, or has it morphed into something that is widespread and yet relatively unrecognizable? Is nationalism, for example, a form of religion? In order to answer questions like this, we will need clearly-defined concepts and systematic methods of investigation. Drawing on contemporary studies, as well as historical and comparative methods, we will survey religious cultures and practices from around the world; then, drawing on what we have learned, we will think together about how the institutional frameworks for religion may be changing in the contemporary world. Throughout the course we will periodically ask about the ways in which courage may be manifested in this changing world. Note: This course is part of the Courage to Be College Seminar, affiliated with the Hannah Arendt Center. Students will be required to attend three evening lectures. There will also be dinner discussions with guest speakers and other sections of the College Seminar. For more information: <http://hac.bard.edu/ctb/>

Class size: **22**

BGIA

12315	BGIA 330 Writing on International Affrs	Ilan Greenberg	-		PA	PART
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In this course we will examine ways in which foreign correspondents cover the world. We will learn about how journalism interrogates human rights, conflict, economic development, climate change, culture, and current events generally. We will explore the social, economic, and political fissures impacting the coverage of global affairs. And we will discuss the changing media landscape such as the rise of social media, the perspectives of journalism from different parts of the world, and how the media influence international relations. We will acquire an understanding of the issues animating current media coverage of global affairs, and also will learn about the mechanics of journalism, such as editing, contextualizing subject matter, and fundamental reporting skills. Although we will scrutinize video, radio, and multimedia journalism, this course primarily seeks to sharpen your understanding of and ability at expository writing on global affairs and you will be expected to write intensively almost every week. Class assignments will entail research and original reporting. We will read and discuss a representative sampling of articles and books by journalists about foreign affairs, and will include discussions with experienced reporters and editors about their work.

Class size: **18**

SCIENCE, MATHEMATICS AND COMPUTING

PSYCHOLOGY

12155	PSY 128 The Science of Behavior	Frank Scalzo	Lab: W 1:30 pm-3:30 pm T Th 10:10 am-11:30 am	ALBEE 100 OLIN 203	LS	SCI
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Cross-listed: **Mind, Brain, Behavior**

How does the mind create the reality we perceive? How do experiences shape the brain, and how do processes in the brain influence thought, emotion, and behavior? This course investigates these and similar questions by studying the science of the human mind and behavior. The course covers topics such as memory, perception, development, psychopathology, personality, and social behavior. We will focus on the biological, cognitive, and social/cultural roots that give rise to human experience, and consider how behavior differs among people, and across situations. Writing, speaking, group, and hands-on laboratory experiences will augment readings from the text, popular culture, and research journals. **This course is not available to students who have already completed Psychology 141 (Introduction to Psychological Science).**

Class size: **18**

12162	PSY 210 Abnormal Psychology	Justin Dainer-Best	T Th 10:10 am-11:30 am	HEG 106	SA	SSCI
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This course is designed to examine various forms of adult psychopathology (i.e., psychological disorders) within the contexts of theoretical conceptualizations, research, and treatment. Potential causes of psychopathology, diagnostic classifications, and treatment applications will be addressed. Adult forms of psychopathology that will receive the primary emphasis of study include the anxiety, mood, eating, and substance-related disorders. Prerequisites: Introduction to Psychology or permission of instructor. This course fulfills the Cluster A requirement for the Psychology Major.

Class size: **18**

12163	PSY 220 Social Psychology	Kristin Lane	T Th 3:10 pm-4:30 pm	HEG 204	SA	SSCI
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Cross-listed: **Gender and Sexuality Studies; Sociology**

Social Psychology is the scientific study of human thought, behavior, and feelings in their social contexts. This class will survey many of the processes that influence and are influenced by our interactions with others, such as attitude formation and change, conformity and persuasion. We will also use principles of social psychology to understand the ordinary origins of benevolent (e.g., altruism, helping behavior) and malevolent (e.g., aggression, prejudice) aspects of human behavior. Throughout the course, we will emphasize the influence of culture, race, and gender on the topics addressed. Students should have completed Introduction to Psychological Science or its equivalent. This course fulfills the Cluster B requirement for the Psychology Major.

Class size: **22**

12165	PSY 223 Social Neuroscience	Richard Lopez	T Th 1:30 pm-2:50 pm	OLIN 203	SA	SSCI
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The field of social neuroscience aims to elucidate links between the mind, brain, and social behaviors. In this class we will focus on recent theorizing and methodologies from neuroscience that have identified the psychological processes at play as we go about our dynamic and complex social lives. Specifically, we will examine the brain bases of social judgments, the experience and regulation of emotions, embodied cognition, empathy, attachment, theory of mind, sexual attraction, romantic love, and neuroeconomics, among other topics. Along the way we will learn about a variety of methodological approaches used by social neuroscientists, including social psychology paradigms, lesion studies, patient research, and functional neuroimaging (e.g., fMRI). Prerequisite: Introduction to Psychological Science, an Introductory Biology course, or permission of Instructor. This course fulfills the Psychology "Cluster C" requirement.

Class size: **22**

12167	PSY 348 Work/Legacy of Stanley Milgram	Stuart Levine	W 2:00 pm-5:00 pm	LB3 402	SA	SSCI
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Cross-listed: **Human Rights; Social Studies**

It has now been more than fifty years since the original work of Stanley Milgram demonstrated the remarkable and very widely unpredicted and unexpected finding that large numbers of individuals in multiple samples of American men and women studied were willing to "punish" another person when ordered to do so by an experimenter; this in the stated but false context of a psychology experiment on learning and memory. The prominence of the initial work and the continued salience of such study and accumulated findings in the domain of social psychology cannot be over-stated. And it very much has not reached the stage of dormancy as the publication of studies, literature reviews and conferences on the topic of obedience to authority continue to appear in unabated fashion. It is even the case that as recently as six years ago a replication of the original study, with slight modifications, and with concordant results was published (J. Burger, January 2009). Further revealing of prominence is that fact that a relatively new full-length movie version of the original study (a biopic) appeared this year. In addition, a diligent search of current psychology or cross-disciplinary archives uncovers further studies that provide evidence that obedience and indeed destructive obedience is very much prevalent in our society and in many others as well and in a myriad of contexts. The domain of the "Milgram study" is especially worthy of continuing interest. This because of the vastness of both criticism and praise of the original work but also because of historical and significant events in the intervening years between 1960s and stretching to our current time. The continuing study of obedience is vital for the betterment of institutions, even in a democratic society. Social scientists should and must find a way to safely and ethically investigate the conditions that promote destructive obedience and thereby begin to learn the rudiments of how such can be minimized. This is a college seminar. It is not limited to psychology or social studies or for that matter majors in any particular discipline. The two criteria for membership are a willingness to read with care and then with conviction share with others the results of such reading and study. Over the course of the semester a

sizable portion of the work contained in the body of the obedience literature is reviewed. Admission by permission of the instructor.

Class size: **10**

INTERDIVISIONAL PROGRAMS

CLASSICAL STUDIES

12468	CLAS 327 Roman Arts of Self-Improvement	David Ungvary	F 10:10 am-12:30 pm	OLINLC 208	MBV
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Cross-listed: **Religion**

Behind every self-help book lies an apparently basic supposition: that reading and self-formation are inextricably entwined; that it is possible to change oneself, in part, through literary practice. These assumptions underlie a robust industry of self-improvement literature, but on reflection, they raise a host of complex personal, philosophical, and historical questions about the self and its reinvention. How do we change ourselves through reading and writing? And what exactly are we endeavoring to change (a mind, a belief, a soul)? From where did we inherit these ideas about the self? And how have they changed over time? This course explores such questions in the context of the Roman world, where authors from the Stoic Seneca to the ascetic Augustine experimented in textual methods of self-improvement, and innovated concepts of interiority that have lasted to the present day. Readings from ancient diaries (Marcus Aurelius's *Meditations*), farcical novels (Apuleius's *Metamorphoses*), and fictive dialogues (Boethius's *Consolation*) will permit inquiry into the wide-ranging rhetoric of inner-life, theories of self, and literary models of conversion that were available to Roman audiences. As we pursue these topics, we will engage with pop-cultural approaches to self-help as a way to assess our own preconceptions about such literature, and test the applicability of different theories of conversion from contemporary psychology, literary criticism, and religious studies. Overall, the course is designed to help students hone an appreciation for the complexity and culturally contingent nature of the concept of self-improvement, while gaining deeper knowledge of a 500-year span of the Roman intellectual tradition. All readings will be in English.

Class size: **16**

ENVIRONMENTAL AND URBAN STUDIES

12333	EUS 101 Intro Environmental & Urban Studies	Monique Segarra	T Th 10:10 am-11:30 am	OLIN 205	SA	SSCI
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EUS 101 introduces the key themes and fields that address environmental and urban questions. While disentangling and analyzing the terms used to describe aspects of the environment—nature/culture, human/nonhuman, wilderness/countryside/city—this interdisciplinary course considers issues such as environmental justice, biodiversity preservation, protected natural areas, infrastructure, agricultural and food sustainability, ecotourism, climate change, and development. The course is organized around four ways that humans relate to their environments: to observe and classify; to organize; to gather and distribute; and to conserve. From the perspective of each thematic category, students will become familiar with various disciplinary and interdisciplinary approaches represented in the EUS curriculum (such as anthropology, cultural geography, environmental literature and history, political science, natural history, political ecology, sociology, spatial analysis, and urban economics), while engaging with their methods.

Class size: **25**

HUMAN RIGHTS

12584	HR 120 Human Rights Law and Practice	Peter Rosenblum	M W 3:10 pm-4:30 pm	OLIN 204	SA	SSCI
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Human Rights Core Course

This is a core class on the origin, evolution and contemporary state of human rights law and practice. In the first half of the class, we will explore the rise of international human rights law and the transnational human rights movement. We will also examine the critique of human rights and the factors that have contributed to the decline of an

international consensus in the past two decades. The second half of the class will be devoted to case studies in contemporary human rights. This year, the case studies will be focused on human rights in the United States, including issues of migration, criminal justice, labor, health care, and inequality. Authors for the first half of class will include Louis Henkin, Sam Moyn, Lynn Hunt and Kathryn Sikkink. The case studies will be prepared from contemporary materials, including the materials of courts, activists, and critics.

12562	HR 213 Gay Rights, Human Rights	Robert Weston	M W 11:50 pm-1:10 pm	OLIN 205	SA D+J	SSCI DIFF
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Human Rights Core Course

Cross-listed: **Gender and Sexuality Studies; Global & International Studies**

This course offers students an in-depth survey of historical and contemporary struggles for LGBT rights, from the right to association and repeal of anti-sodomy statutes, to privacy rights, equal protection, and military service, from employment discrimination, same sex marriage, and adoption rights, to transgender rights around restroom access and incarceration. While the course focuses on LGBT rights in the U.S., we also consider broader contexts in American history, globalization and international human rights law. Topics in the first part of the course include 1) a brief introduction to homophobia and anti-gay legislation; 2) Pioneering early homosexual emancipation movements in Germany before the rise of National Socialism and 3) Pre-Stonewall "homophile movements" in the United States in the context of 1950s anti-communist hysteria. In the second part of the course, topics include: 1) The Stonewall Riots (1969) and development of a national gay rights movement in tandem with the Civil and Women's Rights movements of the 1960s; 2) Conservative anti-gay backlash and "moral panic" surrounding the anti-gay campaigns of the 1970s; and 3) The AIDS crisis and radical queer activism during the "culture wars" of the 1980s. In the third part of the course, we explore how the political struggle for gay rights has played out in elections, in the U.S. congress, and in the courts, including 1) Decriminalizing homosexuality from *Bowers v. Hardwick* (1986) to *Lawrence v. Texas* (2003); 2) Allowing gays to serve openly in the military, from "Don't Ask, Don't Tell" (1994) to the Murphy Amendment (2010); 3) Legalizing same-sex marriage, from *DOMA* (1996) to *Obergefell v. Hodges* (2015); and 4) Transgender access to public restrooms, from *Cruzan v. Special School District* (2002) to North Carolina's HB2 (2016). Students will become familiar with major U.S. advocates for LGBT rights, such as the National Gay & Lesbian Task Force, the Human Rights Campaign Fund, and the Lambda Legal Defense Fund, as well as with important global developments concerning LGBT rights in the arena of International human rights law, such as the Yogyakarta Principles (2007).

Class size: **22**

12369	HR 219 Mapping Police Violence	Kwame Holmes	T Th 10:10 am-11:30 am	OLIN 310	SA D+J
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Cross-listed: **American Studies; Environmental & Urban Studies; Experimental Humanities**

This class emerges from my preoccupation with the recent increase in media and political attention to extra-judicial killings by police officers in the United States. Predominant questions will include: What can we know about police violence, and what are the barriers to data transparency and distribution? What are the means--political, legal, economic, cultural-- through which Western societies authorize the police to use deadly force? Can we measure the impact of police violence on a range of exogenous factors like public health indices, adjacent property values, educational opportunities and the distribution of social services? In pursuit of answers, we will engage political theory, history, sociology, economics, and cultural studies to produce an interdisciplinary study of police violence. I use the word "produce" with great intention. Students will be tasked with producing new knowledge about police violence. As a collective, we will use demographic analytical tools, alongside datasets from the Police Data Initiative, to spatially apprehend police violence incidents in a given city. Students will then bring their own research questions to our collectively generated maps. In that sense, we will also think critically about how to ask a research question, and how to pursue a variety of research projects.

Class size: **18**

12415	HR 222 Migration and Media	Emma Briant	Th F 10:10 am-11:30 am	RKC 200	SA D+J
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Cross-listed: **Experimental Humanities**

This course explores in depth the role of media in the global refugee and migration crisis. We will begin by examining the causes of migration and recent trends, and then turn to theories of media and representation and how they can help us understand the role of political rhetoric and mainstream media reporting. Students will examine media representation and political rhetoric in relation to a number of international examples including: citizenship by investment programs used by wealthy elites, economic migration to America, and the refugee crisis. The course will consider theories of political communication, rhetoric, audience understanding and the impact of media

representations of migration on migrants and their communities. We will examine how new media forms and developments in algorithmic propaganda are being used to advance false narratives. Students will also consider the practical and ethical implications of new technologies, including how they can both enable integration and allow for the social control of migrant flows and the suppression of human rights.

Class size: **18**

12413	HR 223 Epidemics and Human Rights	Helen Epstein	T Th 3:10 pm-4:30 pm	OLIN 202	SA D+J	SSCI
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Cross-listed: **Gender and Sexuality Studies; Global & International Studies; Psychology**

Epidemiologists study how diseases and other health-related events spread through populations. They track down the sources of outbreaks, they explore trends in the incidence of cancer, heart disease and mental illness, and they try to understand the social forces that influence sexual behavior, weight gain and other complex human phenomena. Because the spread of diseases is frequently influenced by economic conditions and/or government policies, epidemiology can also serve as a powerful forensic tool in the hands of human rights activists. By the end of the course, students will understand how epidemiological studies are designed and carried out; be able to generate hypotheses about the underlying causes of diseases based on prevalence and incidence data; and understand how the presentation of data and the design of studies can restrict or expand our understanding of the human condition. Examples will be drawn from many sources, including research on international public health emergencies such as Ebola and AIDS and recent mysterious increases in specific mental illnesses.

Class size: **22**

12368	HR 261 Epidemiology of Childhood	Helen Epstein	T Th 1:30 pm-2:50 pm	OLIN 309	SA D+J	SSCI DIFF
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Cross-listed: **Global & International Studies**

Childhood has always been treacherous. In many parts of the world, infants and toddlers still succumb in vast numbers to pneumonia, malaria and other killer diseases; in the West, doctors and parents are flummoxed by soaring rates of developmental and learning disabilities like autism and attention deficit disorder and psychological conditions like depression and psychosis that disproportionately strike adolescents and young adults. Many children have been conscripted into armies or rebel groups, or taken from their families and sold. In this course, you will learn how researchers study the major afflictions of childhood, from birth to early adulthood, and how the public health and human rights communities have been attempting to protect them, often successfully, over the past two hundred years. Class size: **20**

12557	HR 358 LGBTQ+ Issues in US Education	Michael Sadowski	M W 4:40 pm-6:00 pm	HEG 308		
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Cross-listed: **Gender and Sexuality Studies**

2 credits This course will examine both the history and contemporary landscape of lesbian, gay, bisexual, transgender, queer, and related (LGBTQ+) issues in U.S. education. Students will explore the legal, political, pedagogical, and empirical questions that have been central to this field over the last three decades, such as: What are the rights of LGBTQ+ students and educators, and what are the obstacles to their being realized? What strategies have been successful in advocacy for more LGBTQ+ positive schools, and what lessons do they hold for future change? What do LGBTQ+ supportive school environments look like, and what does research tell us about their effectiveness? Although K-12 schooling will be the primary focus of the class, we will also examine the landscape of undergraduate education vis-à-vis LGBTQ+ issues. As a final project, students will present an "educational change plan," in which they envision how they might contribute to positive change in an area related to this relatively nascent field. **The class meets for half of the semester, March 16th – May 19th.**

Class size: **17**

12416	HR 365 Is Black a Color?	Kwame Holmes	T 1:30 pm-3:50 pm	OLIN 306	SA D+J	
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Cross-listed: **Africana Studies; American Studies; Gender and Sexuality Studies**

Traditionally, academic interrogations of racial dynamics in the United States are organized around a set of dyads, ie how a white majority relates to a single other racial group. This course asks what happens when we examine the political, cultural and positional relations between so-called "racial minorities" and center Black Feminism, Women of Color Feminism, Black Queer theory and Queer of Color Critique to an analysis of contemporary social justice issues. Through philosophers of science Sylvia Wynter and Zakkiah Iman Jackson, literary and legal theorist Saidiyah Hartman, feminist geographer Katherine McKittrick, Disability Studies scholar Jasbir Puar, Borderlands

theorists Gloria Anzaldua and Lisa Cacho, Trans activist C. Riley Snorton and Native Studies scholar Tiffany Lethabo-King and others, Students will meditate on the possibilities and limits of multiracial coalition, the feasibility of transformative justice and what it means to form a field of knowledge from within a minoritized and/or queered embodiment. These academic texts were produced in dialogue with fiction, poetry and visual art and, in turn, our class will engage with sculpture by Simone Leigh, films by Julie Dash, short stories by Octavia Butler and the poems of Lucille Clifton among other artistic production. For their final project, students will be tasked with generating their own social theory of intercommunal relations. This is a new junior level seminar and students with experience or interest in American Studies, Gender and Sexuality Studies, Africana studies, Difference and Justice, and Postcolonial/World Literature are encouraged to register.

Class size: 18

12417	HR 366 Propaganda: Dark Arts	Emma Briant	Th 1:30 pm-3:50 pm	RKC 200	SA D+J
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Cross-listed: **Experimental Humanities; Science, Technology, Society**

This course examines changing policies and practices of propaganda in democracies. It will examine propaganda as a political tool and in information warfare. Students will explore important historical and technological transitions and learn core theoretical approaches and ethical questions. The course will follow the history of propaganda in democracies from the wars of the 20th Century to the development of surveillance capitalism, bots, and emergence of AI propaganda. Topics include: public opinion and democracy; censorship; power, emotion, and language; selling war; hacking, leaking, and big data; data rights and ethics; Cambridge Analytica and election manipulation.

Class size: 18

12419	HR 368 Alternative Alliances	Pelin Tan	Th 10:10 am-12:30 pm	OLIN 305	SA D+J
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Alternative collectively-initiated pedagogical platforms and assemblies are emancipative forms of solidarity, care, resistance, and knowledge production. This seminar will focus on several examples from the realm of art and design practices, with a focus on the methods they employ in the project of decolonization. The seminar is divided into two parts: (1) revisiting pedagogical initiatives with an emphasis on the difference that geography (esp. rural and urban) makes; and (2) extensive research in pedagogical methods and decolonization. We will ask: What are the urgencies of design and architecture pedagogies in contested territories? How can pedagogies reveal and bring about ways of unlearning and undoing? Can alternative approaches in education and research reach beyond established institutional structures and through transversal and collective approaches? Do they make a difference in transforming knowledge, and how do they shape art and design practices of the present? (Pelin Tan is the 2019-2020 Keith Haring Fellow in Art and Activism.)

Class size: 15

COURSE INITIATIVES

WHAT IS RELIGION

12020	HUM 135 SA What is Free Masonry?	Susan Aberth	T 3:10 pm-5:30 pm	RKC 102	MBV D+J	HUM DIFF
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(1 credits) Perhaps the most well-known “secret society” in the world, Freemasonry is a fraternal organization that stresses moral development and public service (among other things) utilizing architectural symbolism and theatrical rituals. Although membership is confined to those who believe in a supreme Deity, many of its rites involve occult ideas. This class will provide a general history of the organization as it spread globally as well as provide explanations for its various offshoots (Scottish and York Rite, Eastern Star, etc.). We shall examine the architecture and décor of Masonic Lodges, as well as explore its symbolism via its visual artifacts. This class will be supplemented by a visit to and tour of the Grand Lodge of New York in Manhattan.

Class size: 22