

Bard | CENTER FOR THE STUDY OF HATE

HATE STUDIES INITIATIVE

SPRING 2021

COURSE LIST

Courses included in the Hate Studies Initiative intersect this definition of Hate Studies: "Inquiries into the human capacity to define, and then dehumanize or demonize, an 'other,' and the processes which inform and give expression to, or can curtail, control, or combat, that capacity." For more information about Hate Studies, and faculty and student resources, please visit <https://bcsh.bard.edu/>.

Course:	ANTH 237 <i>Confronting "Crisis": Refugees, the Pandemic, and Populism in Europe</i>		
Professor:	Jeffrey Jurgens		
CRN:	13936	Schedule/Location:	Tue 10:20 AM – 11:40 AM Hegeman 204 Fri 10:20 AM – 11:40 AM REMOTE
Distributional Area:	SA Social Analysis D+J Difference and Justice	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
Cross-listed:	Global & International Studies; Human Rights		

Since 2015, more than three million people from Syria and other countries have travelled to Europe to seek asylum. This situation has prompted many observers to speak of a "refugee crisis," one that threatens to undermine the EU's regime of border regulation and overwhelm its member states' capacities for humanitarian care. Moreover, the sense of looming danger has only grown since the onset of the COVID-19 pandemic, which has generated a series of pointed concerns about the capacity of European states to protect their citizens from illness and economic contraction without curtailing their liberties. As the destruction of the Moria refugee camp has demonstrated, these anxieties about migration and contagion are not entirely distinct: a growing number of commentators, especially on the populist right, worry not just that people seeking asylum may become infected, but that their mobility may accelerate the transmission of COVID-19. Drawing on recent ethnographic research, this course examines the everyday discourses and practices that shape how people in Africa and the Middle East seek to cross European borders. It investigates the innovations in security and bureaucratic management that the EU and its member states have employed to regulate migrants' entry. It explores the techniques with which state agencies have sought to govern and care for refugees. And it interrogates the populist rhetoric and violence that have targeted refugees—both before and during the pandemic—as threats to national and European integrity.

Course:	ANTH 292 Anthropology for Decolonization		
Professor:	Naoko Kumada		
CRN:	13934	Schedule/Location:	Tue 12:10 PM – 1:30 PM REMOTE Fri 12:10 PM – 1:30 PM Olin 205
Distributional Area:	SA Social Analysis D+J Difference and Justice	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
Cross-listed:	Africana Studies; Asian Studies; Global & International Studies		

The pandemic and the protests against racism and police brutality have brought the historical, cultural, and systemic sources of these issues into sharp relief. The course will address racial injustice by locating it within the historical and global processes of colonialism. By drawing out the scope of the issue and its interconnections, we hope to understand better the local and international solidarities required to address it. Indeed, Black liberationist leaders from W.E.B. DuBois to Stokeley Carmichael, Malcolm X, James Baldwin, Martin Luther King, and Angela Davis have articulated the demand for racial justice against a global canvas, and in ways that underlined its continuity with the anti-colonial movements of their day. They saw a fundamental continuity between militarism and racialized carceral practice abroad and at home, and were inspired by Afro-Asian decolonization and the vision of a decolonized world order articulated by the Bandung Conference. In recent months the apparatus of global counterinsurgency and the paramilitary arm of border patrol have been mobilized against protesters on the streets of Washington DC and Portland. There has long been a reciprocal, mutually constitutive relationship between regimes of territorial expansion, slaveholding, and the elimination of indigenous peoples on the North American continent and overseas. Taking an anthropological approach, and suspending the dichotomy between foreign and domestic belied by an ever-expanding frontier, the course will examine the protracted, structuring effects of racialised practices of warfare, colonial administration, and exploitation on the US Mainland and in its overseas colonies, territories, protectorates, and bases in the Pacific, East Asia, and the Caribbean. We will study empire not only as a historical and now global imperative of hegemony but as a set of formations structuring the experience and lifeworlds of its subjects through practices and technologies of social control such as policing, schools, prisons, camps, reservations and border control. We will also examine the persistence and recurrence of notions of white supremacy and exceptionalism in multiple contexts as we seek postcolonial ethnographic perspectives on racial injustice. ***This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.***

Course:	ANTH 293 Japan as Empire		
Professor:	Naoko Kumada		
CRN:	13935	Schedule/Location:	Mon 10:20 AM – 11:40 AM REMOTE Th 10:20 AM – 11:40 AM Stevenson Library 4th floor
Distributional Area:	SA Social Analysis D+J Difference and Justice	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
Cross-listed:	Asian Studies; Historical Studies		

The Japanese Empire was at its height one of the largest in history. Its legacy shaped and continues to trouble both Japan and former colonial territories in North and Southeast Asia politically and culturally. This course will explore how an “Asian” state, the Empire of Japan, colonially subjugated other Asian peoples, as it resisted and imitated the Great Powers, and proffered liberation from white colonial rule while imposing its own. It will also examine what empire did to Japanese society and culture as Japan “exited Asia, entered Europe” and became “Western” in different ways before and after the Pacific War. Thinking about “decolonization” through this unfamiliar lens allows us to see how ideas constitutive of colonialism such as western concepts of statehood, nationalism, “religion” (based on Christianity), scientific racism, and cultural hierarchy traveled and were translated into Japanese state formation and modernization in ways that continue to call for “decolonizing” today. It will be an opportunity to examine how practices of empire were circulated and translated, and how they remain active in a contemporary popular culture that has circulated across Asia and back to the West. The topics will include: colonialism, construction of race and the other, establishment of a new nation-state and the Meiji Constitution, war, militarism, religious nationalism, cult of the Emperor, Japanese popular culture.

Course:	ARTH 160 Survey of Latin American Art		
Professor:	Susan Aberth		
CRN:	14103	Schedule/Location:	Mon Th 2:00 PM – 3:20 PM
Distributional Area:	AA Analysis of Art	Instructional Mode:	Online/Remote
	D+J Difference and Justice	Class/room cap	22
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. Art History distribution: American

Course:	ARTH 237 Photography and Empire in the 19th Century		
Professor:	Laurie Dahlberg		
CRN:	14107	Schedule/Location:	Tue Fri 12:10 PM – 1:30 PM Campus Center Weis Cinema
Distributional Area:	AA Analysis of Art	Instructional Mode:	In Person
		Class/room cap	20
Cross-listed:	American Studies; Photography; Victorian Studies		

This course surveys the far-ranging work of the peripatetic photographers of the nineteenth century. Travel and exploratory photographs of landscapes, people, and architecture were made by European and American photographers throughout the world. They reflect the photographers' preconceptions and expectations as well as the inherent properties of their subject matter. Such Photographs were produced as government surveys, historical records, souvenirs for travelers, scientific documents, and picturesque views. Imperialist expansion of European powers, the romantic poets' reverence for nature, and the projection of the photographers' (and their audiences') fantasies upon alien realms and peoples are among the forces that helped shape the travel photography of this period. The course is of interest to history and social science students as well as art history and photography students. AHVC distribution: 1800 -present European.

Course:	ARTH 242 Art Since 1989		
Professor:	Alex Kitnick		
CRN:	14102	Schedule/Location:	Mon Th 2:00 PM – 3:20 PM Campus Center Weis Cinema
Distributional Area:	AA Analysis of Art	Instructional Mode:	In Person
		Class/room cap	20

This course will examine art that has been produced since 1989, primarily in Europe and the US. 1989 saw the fall of the Berlin Wall and the beginning of a major shift in the geopolitical landscape. This course will chart a variety of artistic practices, including identity politics, institutional critique, and relational aesthetics, which engaged this new terrain by asking questions about history, temporality, and community. The course will look at examples of installation, performance, and video art, as well as painting and sculpture. Students will turn in two papers, as well as various shorter written assignments. Exams will be given at midterm and at the end of the semester. AHVC distribution: 1800-present.

Course:	CLAS 234 Thinking Politically with the Greeks		
Professor:	Chiara Ricciardone		
CRN:	13758	Schedule/Location:	Tue Fri 12:10 PM – 1:30 PM
Distributional Area:		Instructional Mode:	Online/Remote
		Class/room cap	12

In this course, students will learn to creatively apply knowledge of ancient Greek politics to political problems that matter to them today. We will develop a multi-faceted picture of the Greek polis, reading political philosophy by Plato and Aristotle as well as ancient Greek history, poetry, oratory, tragedy, and comedy. We will also consider how some modern thinkers, including Hannah Arendt, Paul Tillich, and C.L.R. James have drawn courage and inspiration from the Greek tradition for their politically influential thought. Key concepts include: democracy, equality, freedom, justice, and revolution; as well as imperialism, slavery, exclusion, elitism, tyranny, and dissent. Students will actively co-construct their learning experience. At the midterm, each student will design a syllabus for the version of the class they would love to take for the remainder of the semester. They can do their own research, and they can also draw on the Course Bibliography, which provides resources for modules such as Race and Racism in Antiquity; Punishment, Incarceration, and Police; Rebellion, Direct Action, and Activism; Immigration and Inclusion; and Free Speech and Political Rhetoric. Students will then collaborate on a shared syllabus to follow

for the remainder of the term. The final product of the course is an individual or group Praxis Project, an open-format project in which students remix an ancient Greek text to think through a political issue that is important to them. This course is also a Courage to Be seminar and an ELAS course.

Course:	ECON 227 <i>The Right to Employment</i>		
Professor:	Pavlina Tcherneva		
CRN:	13942	Schedule/Location:	Tue Fri 12:10 PM – 1:30 PM
Distributional Area:	SA Social Analysis	Instructional Mode:	Online/Remote
	D+J Difference and Justice	Class/room cap	22
Cross-listed:	Africana Studies; American Studies; Environmental & Urban Studies; Human Rights; Sociology		

In 1944, President Franklin Delano Roosevelt warned, “People who are hungry and out of a job are the stuff of which dictatorships are made.” Today, the COVID-19 crisis and mass unemployment have once again exposed the pervasive pathologies in the economy, such as inequality, poverty, and discrimination that reproduce systemic racial, gender and environmental injustice. Roosevelt responded to the economic calamity of his time—the Great Depression—with far-reaching economic policies and an appeal for what he called a Second (Economic) Bill of Rights that led with the right to decent and remunerative employment. “Jobs for All” was a signature demand during the Civil Rights era, when Martin Luther King, Jr. and Coretta Scott King insisted that unemployment is a key force for racial subjugation. Today, the Job Guarantee has been called perhaps the most crucial component of the Green New Deal Resolution, a program that ensures a just transition for all workers and an antidote to systemic racial and gender discrimination that emerges from labor markets. This interdisciplinary course traces the history of the struggle to secure the right to employment for all. It will focus on the economic, legal, and policy developments in the United States, and will introduce students to some international policy initiatives and innovative programs. A key question for discussion is whether these proposals and concrete policies have advanced the goal of equity and economic justice. Students will read legislative documents, economic analyses, policy proposals, and program reviews.

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Course:	EUS 101 <i>Introduction to Environmental and Urban Studies</i>		
Professor:	Monique Segarra		
CRN:	13946	Schedule/Location:	Tue Fri 10:20 AM – 11:40 AM Reem Kayden Center 103
Distributional Area:	SA Social Analysis	Instructional Mode:	In Person
		Class/room cap	0

Humans have profoundly altered the character of Earth’s biosphere since the advent of agriculture and urbanization 10,000 years ago. This course explores how global problems such as climate disruption, species extinction, and depletion of fossil soils, fuels, and waters are interlinked with one another but also with social problems such as financial instability, widening economic inequality, food insecurity, intensifying conflict and militarization, and declining public health. We review the empirical evidence of major environmental problems; consider which academic disciplines and practical skills are required to tackle them; and contemplate alternative political options open to governments and communities. Issues will be considered at a variety of scales—from the level of individual responsibility to the local, regional, national, and global dimensions. EUS 101 and 102 are the foundational courses of the EUS program and are required for moderation. No prerequisite.

Course:	HIST 153 <i>Diaspora and Homeland</i>		
Professor:	Cecile Kuznitz + Myra Armstead		
CRN:	13928	Schedule/Location:	Mon 10:20 AM – 11:40 AM Olin 204 Th 10:20 AM – 11:40 AM Remote
Distributional Area:	HA Historical Analysis	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	Africana Studies; Global & International Studies; Human Rights; Jewish Studies		

The concept of Diaspora is a deeply resonant way of thinking about group identity and its relationship to place, especially in this present era of increased transnational connectivity, yet it is a longstanding historical phenomenon. Homelands in turn have taken on multiple, complex meanings in the imaginations and lived experience of migrant populations, particularly in recent times as technological and transportation innovations facilitate the maintenance of links with native lands. In this course we will read recent theoretical works on Diaspora and then examine case studies of diasporic populations from ancient times to the present. We will inquire about the extent to which Diaspora is celebrated or lamented and, how this attitude affects real and imagined ties to homelands. While our focus will be chiefly on diasporic peoples themselves, we will examine the perspective of native/homeland populations on such issues as well. The two major case studies will be the first and longest-lived diasporic minority group, the Jewish people, and Black African-descended people since the trans-Atlantic slave trade.

Pertinent examples from other groups will be considered as well from a comparative perspective. This course fulfills the History Program's requirement for a Global Core Course.

Course:	HIST 210 <i>Crusading for Justice: On Gender, Sexuality, Racial Violence, Media & Rights</i>		
Professor:	Tabetha Ewing		
CRN:	14048	Schedule/Location:	Mon Th 3:50 PM – 5:10 PM
Distributional Area:	HA Historical Analysis	Instructional Mode:	Online/Remote
		Class/room cap	15
Cross-listed:	Africana Studies; American Studies; Gender and Sexuality Studies; Human Rights		

This course focuses on the activism of journalist Ida B. Wells, daughter of two American slaves. Her campaign against lynching in the late 19th- and early 20th-century continues to complicate understandings of how and why black bodies are raced. She exposes lynching as state-sanctioned, extra-legal violence against black men and women. She challenges the legal double standards that erase the victimization of black women and the sexual agency of white women. In doing so, she put her life and livelihood on the line. In Wells' work, we see the matrix of more than a century of black feminist thought, critical race theory, and civil and human rights activism. With articles on New Orleans and East Saint Louis that address violence against the police as well as police use of excessive force, her work speaks urgently of the contemporary American predicament to which the Black Lives Matters movement responds. ***This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.***

Course:	HIST 2137 <i>Jewish Women and Men: Gender Roles and Cultural Change</i>		
Professor:	Cecile Kuznitz		
CRN:	14295	Schedule/Location:	Mon Th 12:10 PM – 1:30 PM Hegeman 102
Distributional Area:	HA Historical Analysis	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	12
Cross-listed:	Gender and Sexuality Studies; Jewish Studies		

This course will draw on both historical and memoir literature to examine the lives of Jewish women and men and their changing cultural, social, economic, and religious lives across the medieval and modern periods. We will consider issues relating to women and gender in Jewish law and then look at topics including forms of women's religious expression; marriage and family patterns; the differing impact of enlightenment and secularization on women in Western and Eastern Europe; changing views of sexuality and gender; the role of women in the Zionist movement; and gendered images of Jews in American popular culture. Among the central questions we will ask is how gender roles in Jewish society changed from the medieval to the modern period. Did modernity in fact herald an era of greater opportunity for Jewish women? How did their experiences differ from those of Jewish men?

Course:	HIST 2510 <i>Environmental Histories of the Recent United States</i>		
Professor:	Jeannette Estruth		
CRN:	14047	Schedule/Location:	Mon Th 7:30 PM – 8:50 PM Olin 203
Distributional Area:	HA Historical Analysis	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	20
Cross-listed:	American Studies; Architecture; Environmental & Urban Studies; Experimental Humanities; Political Studies		

This course critically explores the history of the twenty- and twenty-first century United States through the country's natural and built environments. Moving chronologically, we consistently ask what the relationship is between nature, labor, and capital, and what the relationship is between space, place, and race. This course most closely speaks to students interested in federal and state environmental policies, activism regarding disability and health rights, fights over urban environmental concerns, perspectives from the North American West, and the history of transnational racial, indigenous, and environmental justice movements.

Course:	HIST 2551 <i>Joyce's Ulysses, Modernity, and Nationalism</i>		
Professor:	Gregory Moynahan		
CRN:	14075	Schedule/Location:	Tue Fri 12:10 PM – 1:30 PM Hegeman 102
Distributional Area:	HA Historical Analysis	Instructional Mode:	Blended (class meets in person with some online components)
		Class/room cap	18
Cross-listed:	Literature		

Although it concerns only the single day of June 16th, 1904, each chapter of James Joyce's *Ulysses* is written in a radically different historical and literary style. This course will complement Joyce's stylistic innovation by using contemporary documents (newspaper accounts, advertising, folk songs, etc.) and historical texts (epics, medieval chronicles, a variety of early and late modern histories) to unfold the historical context and resonance of each of Joyce's chapters. We will examine how these various means of casting the reader in time and history illuminate the modernism and political reality of Dublin in 1904. Our

particular focus will be the three “nets” of power – organized religion, imperialism, and ethnic nationalism – that Joyce feared would enthrall him and which led to his strategic exile from Ireland. Key issues addressed will be the role of ethnicity, anti-Semitism, and the evolving concept of “Whiteness” in the novel and its reception; Joyce’s narrative as an anti-nationalist (yet, somehow, nationalist) epic; the role of popular scientific writing and technology in the interpretation of reality; the politics of gender and sexuality in the fin-de-siècle; the function of terrorism in politics; and the effect of politics and mass media on “personal” experience. Although demanding in its range, this course has no prerequisites; admission preference is for motivated lower-college students.

Course:	HIST 383 Tibetan History Seminar		
Professor:	Dominique Townsend		
CRN:	13905	Schedule/Location:	Wed 2:00 PM – 4:20 PM
Distributional Area:	HA Historical Analysis	Instructional Mode:	Online/Remote
		Class/room cap	15
Cross-listed:	Asian Studies; Study of Religions		

What is Tibet? This apparently straightforward question proves difficult to answer. Perhaps at least we can say Tibet is a vast and resource-rich geographic area of mountains and high plateau flanked by China and India, which is home to diverse peoples most of whom practice Buddhism and use dialects and scripts of the Tibetan language. But even the most basic characterization of Tibet is complicated by political assertions and debates. In this seminar we will read and analyze sources from a wide range of perspectives on Tibetan history, religion, and cultural production. In the process we will engage with and critique Orientalist projections, the disjuncture between imperial and national models, Tibet as an activist cause, and contemporary voices of Tibetans in China and the Tibetan diaspora.

Course:	HIST 384 Native Arts, Native Studies: Re/Framing the History of Indigenous Art and Collection		
Professor:	Christian Crouch		
CRN:	14086	Schedule/Location:	Mon 2:00 PM – 4:20 PM Center for Curatorial Studies
Distributional Area:	HA Historical Analysis	Instructional Mode:	Blended (class meets in person with some online components)
		Class/room cap	15
Cross-listed:	Africana Studies; American Studies; Experimental Humanities; Human Rights; Latin American/Iberian Studies		

This research seminar (jointly offered with CCS and open to moderated undergraduates) offers students a chance to study and work through a variety of themes framing contemporary Native artistic production and collection. We will consider foundational, interdisciplinary theory in Native American and Indigenous Studies (NAIS) as well as laying a historical groundwork in how academic and arts institutions have engaged with and framed Native art and objects. Using case studies, students will have a chance to consider how Native collections have entered archives and arts institutions, how these institutions are being forced (or volunteering) to reconsider Native objects and artistic production, and how Native communities and activists have framed arguments on legal and ethical grounds to engage with issues of reparations and repatriation of objects. The course will also consider traditions of modernism within Native arts and the interventions made into these broader conversations by two generations of contemporary Native artists. Prior knowledge of the subject is not required, though helpful (eg. HIST 2356, ARTH 389, ARTH 279, EUS 309). For undergraduate History and American Studies majors, this course fulfills the Historiography/American Studies Junior Seminar requirements.

Course:	HIST 386 Witchcraft as Early Modernity		
Professor:	Tabetha Ewing		
CRN:	14087	Schedule/Location:	Fri 2:00 PM – 4:20 PM
Distributional Area:	HA Historical Analysis	Instructional Mode:	Online/Remote
		Class/room cap	12

This course explores the witch craze, both practice and persecution. It focuses on Europe, 1450 to 1750, from the investigation, interrogation, torture, confession, exile, and execution of witches to the witch’s pact with the devil and injury to children, animals, and crops these procedures “revealed.” However, the course begins with 20th-century South Africa and West Africa where studies of witchcraft’s modernity, its legislation, the accused’s internment, and its victims’ asylum-seeking amid globalization and accelerated technological progress have been most robust. The great age of European witch trials and printed demonological manuals coincided similarly with the history we most associate with the decline of magic and advent of European modernization projects: the Age of Print; the Reformations; the Age of Discoveries; the Scientific Revolution; the Enlightenment; political and legal centralization; economic and financial revolution; and the radical developments in social ideas, notably the invention of racial difference, on the one hand, and natural equality, on the other. Historiographical paradoxes are always good to think with and the witch craze in relation to the age of reason is one of the best. Students may find that occult practices and moral panics today would be more familiar than strange in the 17th-century world, despite the

ruptures ushered in by the rational agents of early-modern change. In this way, through the lens of witchcraft, students gaze forensically at history-making as human progress and have the opportunity to stake out their own theories of historical change. Major Conference. Limited to 12. Moderating or moderated students only.

Course:	HR 189 <i>Civil Rights Meets Human Rights</i>		
Professor:	Kwame Holmes		
CRN:	13908	Schedule/Location:	Mon 12:10 PM – 1:30 PM Olin 202
			Th 12:10 PM – 1:30 PM
Distributional Area:	HA Historical Analysis	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	Africana Studies; American Studies; Political Studies		

Human rights core course For much of the 20th century, Civil Rights activists and Human Rights advocates worked hand-in-hand. Their shared target: state actors and global systems that exploited human bodies and denied human dignity in the name of prejudice, nationalism and profit. Yet in the 1960s, a new wave of social movements representing Black, Feminist, LGBTQ, Chicano, Indigenous and Disabled perspectives shattered this consensus, demanding an identity-based approach to civil rights advocacy and pushing against notions of universal human rights. This seminar will introduce students to the history of this conflict, and allow them to explore for themselves the benefits and/or costs of advocating for social justice through the figure of “the human” or through the filter of identity. Students will be introduced to the foundational writings of identity-based movement leaders, with an eye for their applicability to contemporary struggles over immigration, anti-trans violence, mass incarceration and police violence. We will consider the relative efficacy of direct action, lawsuits, media campaigns and civil disobedience.

Course:	HR 265 <i>Contemporary Propaganda: Inside Cambridge Analytica and the “Bad Influence” Industry</i>		
Professor:	Emma Briant		
CRN:	13911	Schedule/Location:	Tue Fri 8:30 AM – 9:50 AM
Distributional Area:	SA Social Analysis	Instructional Mode:	Online/Remote
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	Global & International Studies		

In 2017-18, the Trump team’s campaign firm ‘Cambridge Analytica’ (CA) and Facebook became embroiled in a data-driven disinformation scandal that stunned the world. Where did it all begin? In the age of ‘Surveillance Capitalism’ (Zuboff, 2018) our online and offline activities increasingly became monitored and monetized – and a whole Industry grew up around persuasion. We will peer through the lens of Cambridge Analytica and its parent SCL to take a dive into the explosion of privatized propaganda mercenaries, an ‘influence industry’ that grew out of the ‘War on Terror’ and deployed influence operations for elections and profit. The course will consider how data and psychology have been harnessed by these companies for ‘behavior change’ within influence and deception operations. Students will consider how core literature on propaganda can help us understand the key issues, strategies, and techniques highlighted within examples from SCL/CA’s global work, reaching from the Caribbean, Middle East, Africa, Asia, South America, Eastern Europe, to the US and the UK. In this course, students will research ‘Cambridge Analytica’ influence campaigns worldwide and learn about tools and techniques deployed to profit from and obscure influence activities. Students will discover the global underworld of the influence industry and the role it plays in helping the powerful undermine democracy and shape the course of history worldwide. Readings include texts by Natamiharja on Facebook and data theft, Ekdale & Tully on elections in Africa, McFate and Moesgaard on mercenaries, Brogan and others on the ‘torturers lobby,’ Briant on propaganda and Cambridge Analytica, along with extensive readings from contemporary investigative journalism.

Course:	HR 376 <i>Reality TV and the Problem of Advocacy in the 21st Century</i>		
Professor:	Kwame Holmes		
CRN:	13920	Schedule/Location:	Wed 2:00 PM – 4:20 PM Hegeman 102
Distributional Area:	SA Social Analysis	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
	D+J Difference and Justice	Class/room cap	15
Cross-listed:	American Studies		

This course explores the implications of the saturation of reality TV in popular culture for a range of human rights issues. As the nation voted a reality TV star into the White House, the voting public became more likely to encounter critical social issues through the prism of reality TV, rather than traditional news or documentary channels. This seminar invites a sustained meditation on the ways reality TV complicates traditional academic understandings of the impact of narrative film upon political discourse. We will explore the relationships between HGTV and gentrification, 90 day fiancé and immigration, The

Swan and disability, Love after Lockup and prison reentry, The Real Housewives and predatory tourism, Duck Dynasty and Trumpism, RuPaul's Drag Race and LGBTQ politics, The Duggars and reproductive rights, and more.

Course:	HR 263 A Lexicon of Migration		
Professor:	Peter Rosenblum		
CRN:	13909	Schedule/Location:	Mon Th 10:20 AM – 11:40 AM Olin 203
Distributional Area:	SA Social Analysis	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	20
Cross-listed:	Anthropology; Global & International Studies		

Human Rights core course 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 migration from local, national, and global perspectives, with particular emphasis on the developments that are shaping the perception of crisis in the US and Europe. 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 Network colleges, in addition to courses in the Migration Consortium at Vassar, Sarah Lawrence and Bennington.

Course:	HR 264 Law of Police		
Professor:	Peter Rosenblum		
CRN:	13910	Schedule/Location:	Tue Fri 10:20 AM – 11:40 AM Olin 205
Distributional Area:	SA Social Analysis	Instructional Mode:	In Person
	D+J Difference and Justice	Class/room cap	20
Cross-listed:	Sociology		

Recent events have challenged the status and role of police, highlighting persistent problems of abuse – particularly against African Americans – and our historic failure to address them. At the same time, the movement to reform the police faces powerful countervailing political, economic and legal forces. Law defines the power of the police and its limits, but critics of the left and right show how the law fails to account for the reality or cover the full range of a police action. Can you walk away from the policeman who stops you on the street? You may have a Constitutional right, but other laws that insulate the police may prevent you from ever exercising that right. This course will explore the laws that have empowered police, those that have attempted to limit them and limits of the law, itself, in theory and practice. The theoretical readings include writings by Louis Althusser and Giorgio Agamben, as well as others who have engaged their theories. We will also read works by sociologists, criminologists and legal scholars, including Loic Wacquant, William Stuntz and Egon Bittner. After the theoretical and historical exploration of the material, the class will focus on several themes including: street encounters, search and seizure, accountability for abuses, the role of the federal government, policing immigrants, racism and other challenges of Black Lives Matter. The course material will include video and audio of police encounters as well as court decisions, contemporary legal analyses and work of advocacy organizations confronting police. ***This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.***

Course:	HR 354 Reproductive Health and Human Rights		
Professor:	Helen Epstein		
CRN:	13919	Schedule/Location:	Th 8:30 AM – 10:50 AM
Distributional Area:	SA Social Analysis	Instructional Mode:	Online/Remote
	D+J Difference and Justice	Class/room cap	22
Cross-listed:	Africana Studies; Gender and Sexuality Studies; Global & International Studies; Sociology		

Beginning in the thirteenth century, a radical shift in attitudes and norms concerning family life began spreading from one society to another. To this day, it is changing relationships between women and men and between parents and children and it's also changing how people see themselves. Scholars call it the Demographic Transition, narrowly defined as a progressive reduction in the size of families and an increase in the survival of children, but its consequences have included political turmoil, personal and romantic upheavals, intellectual and artistic movements and the spread of diseases like syphilis and AIDS. In this course, you will be introduced to the causes of the Demographic Transition as well as its consequences for women, children, men, societies and nations. This Open Society University Network course will cover population growth and family planning, AIDS and other sexually transmitted diseases, prostitution and sex trafficking, maternal mortality, gender violence and other topics. Emphasis will be placed on how public policies concerning these issues have evolved over time in relation to historical

events such as the Cold War, decolonization of the developing world, the women's movement, immigration and the Global War on Terror.

Course:	HR 374 <i>Beyond Colonial Distinctions: Concerning Human – Non-Human Allyship</i>		
Professor:	Ama Josephine B. Johnstone		
CRN:	13916	Schedule/Location:	Tue 2:00 PM – 4:20 PM Hegeman 308
Distributional Area:	SA Social Analysis	Instructional Mode:	In Person
	D+J Difference and Justice	Class/room cap	15
Cross-listed:	Environmental & Urban Studies		

How might historically dehumanised communities stand in allyship with the non-human without experiencing further dehumanisation, and how does alter-life in turn stand in solidarity with us? This course attempts to grapple with the highly contentious meeting points between human rights, racialisation and non-human rights, considering how to forge allyship/allegiances between oppressed Black, indigenous and people of colour – so long denied human “status” across the “Western” world – and the alter-human without re-inscribing the violences of dehumanisation. Reading a range of Black Feminist, Decolonial, Queer Theory and Native Studies authors (Tiffany Lethabo King, Anna Lowenhaupt-Tsing, Robin Wall-Kimmerer and M Jacqui Alexander etc.), as well as speculative authors, artists and activist collectives, together we will explore the newest and oldest forms of allyship we know: interspecies solidarity. Drawing on the teachings of pecans, colonial fort gardens, and flooding military camps we will consider, in the words of Eyal Weizman, how the landscape stands against the state, and how we might in turn stand with – or “become with” to think with Donna Haraway – the landscape. Further, how can think/stand/become-with the very landscape and alter-life beings upon whose non-human status (Black, indigenous and people of colour included), the white-supremacist capitalist world we now call home was built? Finally, how can and do BIPOC-led strategies and movements for climate justice both acknowledge and move beyond systems of colonial distinction that determine which life has value and why within our co-dependent ecosystem? Ama Josephine B. Johnstone is the Keith Haring Fellow in Art and Activism for 2020-21.

Course:	HR 375 <i>Queer EcoPoetics: Sentience, Aesthetics and Blackness</i>		
Professor:	Ama Josephine B. Johnstone		
CRN:	13917	Schedule/Location:	Th 2:00 PM – 4:20 PM Reem Kayden Center 115
Distributional Area:	AA Analysis of Art	Instructional Mode:	In Person
	D+J Difference and Justice	Class/room cap	15
Cross-listed:	Art History; Gender and Sexuality Studies		

This is an interdisciplinary seminar drawing on fields of Visual Cultures, Black studies, Science Fiction, Cultural Studies, Curatorial, Queer and Feminist Theory as well as environmental justice and artistic ecological interventionist work. Collectively the course aims to equip students with a critical praxis toward the curating/producing/caring work that engages race, gender, colonialism, class and disability justice in the face of drastic environmental change and its reverberations across the cultural sector. This course works across multiple mediums with the aim to engage not only multiple learning styles but to equip students to think, write, analyse and curate interdisciplinarily and intersectionally, thinking their politic through from material sourcing, to collaboration work, marketing, art writing and the gallery as a transient space for practicing alternative modes of being and imagining climate-changed futures. Students are asked to attend weekly film screenings and several exhibitions (COVID-dependent), participate in short weekly writing tasks, present at least once in the term and dialogue with the course itself by contributing material to our extended reading/viewing list alongside the standard two-three weekly readings. The course structure covers a range of concepts from across visual arts, performance, film, environmental justice, ecological policy, curatorial theory, art writing and more including: EcoPoetics, climate justice, climate colonialism, decolonial visual cultures, pleasure activism, the anthropocene, speculative fiction/fabulation, cyber-punk, EcoPoethics, sentience/animacy, afrofuturism, intimate ecologies and multispecies justice. Ama Josephine B. Johnstone is the Keith Haring Fellow in Art and Activism for 2020-21.

Course:	LIT 218 <i>Free Speech</i>		
Professor:	Thomas Keenan		
CRN:	14019	Schedule/Location:	Mon Th 10:20 AM – 11:40 AM Olin 202
Distributional Area:	MBV Meaning, Being, Value	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	Human Rights		

(Human Rights core course, OSUN global course) An introduction to debates about freedom of expression. What is ‘freedom of speech’? Is there a right to say anything? Why? We will investigate who has had this right, where and why, and what it has had to do in particular with politics and culture. What powers does speech have, and for what? Debates about censorship,

dissidence and protest, hate speech, the First Amendment and Article 19 of the Universal Declaration of Human Rights will be obvious starting points, but we will also explore some less obvious questions: about faith and the secular, the rights of minorities, migration, surveillance, speaking and political agency, law and politics, social media, and the force(s) of words. In asking about the status of the speaking human subject, we will look at the ways in which the subject of rights, and indeed the thought of human rights itself, derives from an experience of claiming, speaking, and speaking up. These questions will be examined, if not answered, across a variety of philosophical, legal, journalistic, and political texts, with a heavy dose of case studies (many of them happening right now) and readings in contemporary critical and legal theory. Taught in parallel with classes at Bard College Berlin (Germany), Al-Quds Bard College for Liberal Arts and Sciences in Abu Dis (Palestine), and the American University of Central Asia in Bishkek (Kyrgyzstan). Many of our assignments and activities will be shared, and we will work jointly on some material with students at other schools.

Course:	LIT 242 Race, Class and Gender in Modern Japan		
Professor:	Wakako Suzuki		
CRN:	14022	Schedule/Location:	Tue Fri 12:10 PM – 1:30 PM Olin 201
Distributional Area:	FL Foreign Languages and Lit	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	Asian Studies		

This course examines the social construction of minority groups and the intersections with race, class, gender, and sexuality through the prism of films, literature, and other visual media. By examining the legacy of Japanese colonialism in Asia, the US occupation, the creation of regional cold war order, and hyper consumer society, the course will engage students with discussions of current literary and cultural systems, minority literature, Ainu and Okinawan cultures, non-fictional works on the Brazilian community and Filipino workers, residential Korean literature, Chinese literary culture, and African American culture. This course is based on the premise that films and literature are never merely diversion or entertainment. Instead, they provide us with stories, images, and scripts that enable us to understand different social identities, cultural ideologies, community formations, and institutional arrangements. By looking at both literary and cinematic works, we aim to gain insights about how these representations consequently shape and influence our understanding of “people” in the real world. We will read literary works by Oe Kenzaburo, Kirino Natsuo, Ri Kaisei, Hirabayashi Taiko, Hayashi Fumiko, Murakami Haruki, Yoshimoto Banana and examine films by Imamura Shohei, Ichikawa Kon, Kurosawa Akira, Kawase Naomi, Miyazaki Hayao and Mizoguchi Kenji. The course will be taught in English.

Course:	LIT 258 American Literature II: Democratic Vistas, Democratic Crises		
Professor:	Elizabeth Frank		
CRN:	13995	Schedule/Location:	Mon Th 8:30 AM – 9:50 AM
Distributional Area:	LA Literary Analysis in English	Instructional Mode:	Online/Remote
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	American Studies; Environmental & Urban Studies		

(This course has no prerequisites and is open to students at all levels.) This course explores the major American writers of the mid-nineteenth century and seeks to sharpen student practice in close reading and historical contextualization. Discussion includes a variety of topics, among them the engrafting of American Puritanism with American Romanticism; wilderness, westward expansion and emergent empire; metaphor and figurations of selfhood, knowledge, divinity and nature; the slavery crisis, Civil War and democratic poetics. Writers include Lincoln, Emerson, Thoreau, Whitman, Douglass, Poe, Hawthorne, Melville and Dickinson.

Course:	LIT 259 American Literature III: What Does it Mean to Be Modern?		
Professor:	Peter L’Official		
CRN:	13996	Schedule/Location:	Tue Th 12:10 PM – 1:30 PM Aspinwall 302
Distributional Area:	LA Literary Analysis in English	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	15
Cross-listed:	American Studies; Environmental & Urban Studies		

(This course has no prerequisites and is open to students at all levels.) What did modernization, modernity, and modernism mean to American literature? This course explores American literary production from the late nineteenth century to the middle of the 20th century. In focusing upon this era’s major authors and works, we will explore 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, economic 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.

Course:	LIT 2247 <i>Global Medieval Literature</i>		
Professor:	Lu Kou		
CRN:	14015	Schedule/Location:	Mon Th 5:40 PM – 7:00 PM Olin 203
Distributional Area:	LA Literary Analysis in English	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	Medieval Studies		

The terms “medieval” and “Middle Ages” were first coined to refer to the period in European history between the fall of the Western Roman Empire (fifth century CE) and the Renaissance (fifteenth century CE). Regarding geography, the “medieval” has also customarily been associated with Western Europe. The recent global turn in medieval studies, however, asks us to reflect on the usage, implication, and politics of “Middle Ages.” Can we use “medieval” to describe non-western cultures? What about the periods in other cultural traditions (for example, al-Andalus, Persia, Abbasid Caliphate, Japan, and China) that share similarities with the European Middle Ages in terms of social, religious, and political structures? What more can we learn about each culture when we juxtapose and compare medieval materials on similar topics from different cultural traditions? This course introduces students to the masterpieces in medieval literature and explores the implication of the “global Middle Ages” through cross-cultural comparisons. We will read famous medieval literary works ranging from religious autobiography to Hebrew lyric, from Troubadour poetry to Japanese fiction, from tales of knights to the “secret” history of Byzantium. Some of the topics include: How did medieval writers fashion “self” and “others” in different literary genres? How was gender dynamic represented and contested in medieval literature? How was violence conceptualized, celebrated, and tamed? How did travelers represent their encounters with another culture? This course counts as a pre-1800 offering and is part of the World Literature course offering.

Course:	LIT 2407 <i>Speaking Truth to Power: Testimony, Prison and Exile</i>		
Professor:	Franco Baldasso		
CRN:	14004	Schedule/Location:	Mon Th 12:10 PM – 1:30 PM Hegeman 308
Distributional Area:	LA Literary Analysis in English	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	Italian Studies		

Is it possible to react creatively to experiences of subjugation, internment, and prison? Through documenting personal and collective traumatic experience caused by political and social oppression — especially under totalitarian regimes, but also in prisons of democratic states — intellectuals are able to bear witness and make sense of their experience, challenging the indifference of the outer world. And yet, surviving extreme conditions forced them to ask: “how has internment, how has exile changed not only me, but also my voice?” “The expression of discontent may serve as an outlet for freedom and for denouncing violence and its perpetrators; but it can also become an impossible burden to carry, especially when accompanied by (self)censorship and so-called ‘survivor’s guilt.’” In this course we will analyze groundbreaking testimony and fiction (Primo Levi, Antonio Gramsci, Sylvia Plath, Czeslaw Milosz and Ta-Nehisi Coates), together with theoretical texts by Goffman, Foucault, Agamben and Said. We will also examine contemporary filmmaking describing how poetry can happen even in prisons, in movies such as *Slam* by Marc Levin and *Caesar Must Die* by the Taviani Brothers. 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. For more information: <https://hac.bard.edu/programs/couragetobe/>

Course:	LIT 294 <i>South African Literature</i>		
Professor:	Daniel Williams		
CRN:	14024	Schedule/Location:	Mon Th 3:50 PM – 5:10 PM Aspinwall 302
Distributional Area:	LA Literary Analysis in English	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	15
Cross-listed:	Africana Studies; Global & International 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

Sol Plaatje, Athol Fugard, Nadine Gordimer, J. M. Coetzee, Alex La Guma, Steve Biko, Mongane Serote, Zoë Wicomb, Phaswane Mpe, and Antjie Krog, as well as selections from nonfiction and literary criticism. This course is part of the World Literature course offering.

Course:	MUS 146 <i>Jazz Histories of Sound and Communication</i>		
Professor:	Whitney Slaten		
CRN:	14219	Schedule/Location:	Mon Th 2:00 PM – 3:20 PM
Distributional Area:	AA Analysis of Art	Instructional Mode:	Online/Remote
		Class/room cap	20
Cross-listed:	Africana Studies; American 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 examples of performances across folk, popular, and art contexts, in ways that also foreground the significance of individual and group agency. Examples of race, gender, class, nationality, generation, and their intersections in jazz music will be the focus of the final research paper assignment.

Course:	MUS 147 <i>Music Making in Times of Crisis</i>		
Professor:	Peter Laki		
CRN:	14188	Schedule/Location:	Mon Th 3:50 PM – 5:10 PM
Distributional Area:	AA Analysis of Art	Instructional Mode:	Online/Remote
		Class/room cap	25

This course proposes to explore the impact of music on the lives of individuals and groups large and small during wars and other cataclysmic events that disrupt the normal functioning of society. We will explore how, in spite of all the difficulties imposed by extreme situations, music (and the other arts) have proven to be essential and irreplaceable survival tools. The course will span several centuries, beginning with a look at the work of Heinrich Schütz during the Thirty-Years War in Germany, then moving on to the topic of music during WWII, including the performance of Shostakovich’s Seventh Symphony during the siege of Leningrad, Messiaen’s Quartet for the End of Time, and the music performed in the concentration camp of Terezín. One section will explore the re-opening of concert life after the end of World War II. Finally, we will address the creative videos and artistic statements that have arisen during the current COVID-19 pandemic in the United States and around the world. Students will give oral presentations about topics of their choice and prepare a written version of their talks as a final paper. There will also be a take-home quiz about each section of the course, which will count towards the music history requirement for majors.

Course:	MUS 381 <i>Musicology Among Enslaved Americans</i>		
Professor:	Whitney Slaten		
CRN:	14217	Schedule/Location:	Wed 2:00 PM – 4:20 PM
Distributional Area:	AA Analysis of Art	Instructional Mode:	Online/Remote
		Class/room cap	12
Cross-listed:	American Studies		

The music of African Americans is foundational to musical culture within the United States, and continually symbolizes notions of American exceptionalism around the world. Negotiating a gruesome exploitation that would fund the wealth of the nation, enslaved Americans of African descent expressed features of what this music would become. Scholars frequently categorize the musicality of the enslaved into sacred and secular forms, mainly the blues and spirituals. They debate matters of authenticity, meaning, survival, and beauty. However, this course asks the following question: What was the musical discourse among enslaved African Americans? This question marks the beginning of a proper ethnomusicological inquiry, as it expects an assertion of a people’s own theorizations of music’s social and cultural contexts to challenge or confirm existent related scholarship. How would they respond to the contrast between W. E. B. DuBois and Zora Neale Hurston regarding what she called “neo-spirituals?” How could their expressions about precursors to blues and jazz differently engage Amiri Baraka and Gunther Schuller? Led directly by examples of slave narratives, other course readings include autobiographies, as well as accounts of abolitionists and Union officers. Students will read and present these texts with additional scholarship about musicology within slave life. Lectures and demonstrations will focus on how such examples relate to twentieth- and twenty-

first-century discourses. The course will culminate in a paper that explores how these musicological perspectives offer new insights into American culture and social life.

Course:	PHIL 129 <i>Philosophy of Slavery</i>		
Professor:	Jay Elliott		
CRN:	13885	Schedule/Location:	Mon Th 8:30 AM – 9:50 AM Olin 205
Distributional Area:	MBV Meaning, Being, Value	Instructional Mode:	In Person
	D+J Difference and Justice	Class/room cap	20
Cross-listed:	Classical Studies; Human Rights		

How can one human being own another? Today many of us regard slavery as the ultimate example of an unthinkable evil. Yet we also live in a society powerfully shaped by the institution and aftereffects of slavery, and recent events have shed renewed light on the enduring legacy of slavery in the United States. There have only been two major slave societies in human history: Greco-Roman antiquity and the modern Atlantic. In this course, we will seek to understand slavery and its enduring effects through these two slave societies and the interrelations between them. A special focus of our course will be the historically deep connection between philosophy and slavery. Many of the founding figures of Western political thought – including Aristotle, Locke, and Hegel – produced justifications of slavery that are often ignored today but that raise profound questions about the intellectual legacies of these canonical thinkers. Alongside these philosophers, we will also approach the inner life of slave societies and enslaved persons through a variety of other sources, including drama, slave narratives, fiction, poetry, and legal codes. Along the way we will consider a range of questions, including: how has slavery been intellectually justified and maintained in slave societies? How does the practice of slavery intersect with ideas about nature, work, race, nationality and belonging? How do thinkers within slave societies come to develop critiques of slavery? What does it mean for slavery to end? The course will conclude with an examination of the incomplete work of abolition and the ongoing struggle against slavery in the contemporary U.S. ***This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.***

Course:	PHIL 240 <i>Rhetoric vs. Reason</i>		
Professor:	Robert Tully		
CRN:	13891	Schedule/Location:	Mon Th 10:20 AM – 11:40 AM Olin 305
Distributional Area:	MBV Meaning, Being, Value	Instructional Mode:	In Person
		Class/room cap	11

This course navigates the choppy waters between natural language, the medium in which we speak, write, and reveal our feelings, and the analysis of language offered by formal logic. Where arguments are concerned, rhetoric and reason coexist in eternal tension. From the standpoint of formal logic, an argument aims to prove that its conclusion is true; from the standpoint of rhetoric, an argument aims to persuade people to accept the conclusion. Often, these two aims diverge. Some arguments are logically powerful but fail to persuade, while others are highly convincing but logically anemic. The fault lies not in language but in our use of it and in the standards we accept for arguments. PHL240 encourages an appreciation of the richness of natural language and an analytical grasp of the working parts of arguments on which their logical strength depends. Since this is a Philosophy course, it has an arguable bias towards reason.

Course:	PS 122 <i>American Politics: Issues and Institutions</i>		
Professor:	Simon Gilhooley		
CRN:	13874	Schedule/Location:	Tue Fri 2:00 PM – 3:20 PM Olin 201
Distributional Area:	SA Social Analysis	Instructional Mode:	Blended (class meets in person with some online components)
		Class/room cap	18
Cross-listed:	American Studies		

(PS core course) This course introduces students to the basic institutions and processes of American government. The class is meant to provide students with a grasp of the fundamental dynamics of American politics and the skills to be an effective participant in and critic of the political process. During the semester, we will examine how the government works, interpret current political developments and debates, and consider how to influence the government at various levels.

Course:	PS 2250 <i>The National and the Global in the Politics of Race</i>		
Professor:	Sanjib Baruah		
CRN:	13877	Schedule/Location:	Tue Fri 10:20 AM – 11:40 AM
Distributional Area:	SA Social Analysis	Instructional Mode:	Online/Remote
		Class/room cap	22
Cross-listed:	Africana Studies; American Studies; Human Rights		

The course will examine how the national and the global have intersected in the politics of race in the United States. We will begin by examining the idea of standard of civilization once used by international lawyers to defend the rights of European nations to colonize and dominate non-European societies; and ask if this legacy still haunts the postcolonial global order. We will consider W.E. B Du Bois' formulation of the color line as "the problem of the twentieth century" as a pioneering attempt at theorizing race and racism within a global configuration of power. The global arena has long been an important site for the struggle for African American rights. The course will examine how the expectation of African American leaders that the United Nations would become a powerful weapon for systemic change ended in disillusion. Finally, we will look at the Immigration Act of 1965 as part of the civil rights era reforms; and its intended and unintended effects on the politics of race and immigration in subsequent years. ***This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.***

Course:	PS 257 Nations and Nationalism		
Professor:	Christopher McIntosh		
CRN:	13880	Schedule/Location:	Mon Th 10:20 AM – 11:40 AM
Distributional Area:	SA Social Analysis	Instructional Mode:	Online/Remote
		Class/room cap	18
Cross-listed:	Global & International Studies		

Cross-listed: Global & International Studies From Brexit to the election of Donald Trump to the rise of ethno-nationalist political parties across Europe and beyond, nationalism has taken center stage as a driving force in international political life. For even the most casual observer of European and American politics, it is obvious that nationalism plays a foundational role in contemporary movements and ideologies. It is important to note, however, that nationalism is not a recent phenomenon. Throughout the 20th century, nationalism remained a central animating factor of domestic and international politics. It is the time where the concept of the nation-state replaced alternative political arrangements to become the dominant ordering principle in world politics. With the end of the Cold War and the apparent rise in globalization, many anticipated an emerging conflict between nations and states—a conflict that has manifested in a variety of ways. Nationalism intersects and overlaps countless other areas of political, social, and cultural concern. This class will explore the historical emergence of nations, their social and political construction, and the means by which they are produced and reproduced in political life. We will investigate the intersection of nationalism and race, ethnicity, culture, gender, postcoloniality, and subjectivity through authors such as Du Bois, Anderson, Brubaker, Butler, Puar, and Rankine. This course will be taught concurrently at Bard's international partner institutions. Students will benefit from collaboration with peers at these institutions, as well as have the opportunity to engage students from these institutions on the issues raised by the class

Course:	PS 306 Race and American Political Development		
Professor:	Simon Gilhooley		
CRN:	13870	Schedule/Location:	Fri 10:20 AM – 12:40 PM Olin 203
Distributional Area:	SA Social Analysis	Instructional Mode:	Blended (class meets in person with some online components)
		Class/room cap	15
Cross-listed:	American Studies; Historical Studies		

The history of the political community now labeled the United States is indelibly marked by race. From a period of initial colonization and the institution of a system of slavery, through a constitutional system framed and interpreted in accordance with the demands of slavery and imperial expansion, and to a contemporary era marked by racial injustice and a resurgence of white power ideologies, the political development of the United States has both shaped and been shaped by race in profound ways. This course will examine accounts of American Political Development (APD) that take race, slavery, and imperialism to be central facets of U.S. political history in order to attempt to explain the contemporary political order. Proceeding roughly chronologically, the course aims to give students a background in both the racial and political history of the United States and the methodological approaches associated with APD. Readings will be selected to ensure close attention to the ways in which gender and class have intersected with race in this development, as well as to consider a broad understanding of political life that extends beyond formal institutions of governance. Particularly of interest will be the role of race in four moments often identified as the beginnings of novel political orders with U.S. history: the creation of the Constitution, Reconstruction and Post-Reconstruction, the New Deal, and the Civil Rights Era. ***This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.***

Course:	PSY 141 B Introduction to Psychological Science		
Professor:	Thomas Hutcheon		
CRN:	13841	Schedule/Location:	Wed Sat 8:30 AM – 9:50 AM Olin 204
Distributional Area:	SA Social Analysis	Instructional Mode:	In Person
		Class/room cap	18
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. A focus is on the biological, cognitive, and social/cultural roots that give rise to human experience. Additionally, the course will consider how behavior differs among people, and across situations.

Course:	PSY 217 Trauma		
Professor:	Justin Dainer-Best		
CRN:	13844	Schedule/Location:	Tue Fri 2:00 PM – 3:20 PM Olin 204
Distributional Area:	SA Social Analysis	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
		Class/room cap	18

This course explores what it means to experience, deal with, and overcome trauma. It investigates the psychological factors that contribute to trauma; symptoms relating to trauma; the evolution of our understanding of the term itself; and the etiology, diagnosis, consequence, and treatment of trauma-related disorders including posttraumatic stress disorder (PTSD). Topics will also include intimate partner violence, and the physiological impacts of trauma, transgenerational trauma, and race-based trauma. We will explore divergent theories of trauma; readings will include nonfiction accounts, empirical and review articles, clinical case studies, and sections from treatment manuals. Prerequisite: PSY 141; however, students with foundations in Sociology, Human Rights, Anthropology, and related disciplines are encouraged to contact the instructor.

Course:	PSY 220 Social Psychology		
Professor:	Kristin Lane		
CRN:	13842	Schedule/Location:	Mon Th 2:00 PM – 3:20 PM
Distributional Area:	SA Social Analysis	Instructional Mode:	Online/Remote
		Class/room cap	18
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.

Course:	PSY 232 Social Neuroscience		
Professor:	Richard Lopez		
CRN:	13845	Schedule/Location:	Mon Th 7:30 PM – 8:50 PM Olin 204
Distributional Area:	SA Social Analysis	Instructional Mode:	In Person
		Class/room cap	18

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).

<i>Course:</i>	REL 103 A Buddhism		
<i>Professor:</i>	Dominique Townsend		
<i>CRN:</i>	13898	<i>Schedule/Location:</i>	Mon Th 8:30 AM – 9:50 AM
<i>Distributional Area:</i>	MBV Meaning, Being, Value	<i>Instructional Mode:</i>	Online/Remote
	D+J Difference and Justice	<i>Class/room cap</i>	18
<i>Cross-listed:</i>	Asian Studies		

For more than 2,500 years Buddhist thought and practice have evolved around the central problem of suffering and the possibility of liberation. The importance of cultivating compassion and wisdom and the reality of death are among Buddhism's guiding concerns. Across diverse cultural landscapes, Buddhism comprises a wide array of philosophical perspectives, ethical values, social hierarchies, and ritual technologies. It is linked to worldly politics, institutions, and charismatic personalities. At the same time, it is geared towards renunciation. Buddhism's various faces can seem inconsistent, and they are frequently out of keeping with popular conceptions. This course offers an introduction to Buddhism's foundational themes, practices, and worldviews within the framework of religious studies. Beginning with Buddhism's origination in India, we will trace its spread and development throughout Asia. We will also consider its more recent developments globally. There are no prerequisites for this course

<i>Course:</i>	REL 103 B Buddhism		
<i>Professor:</i>	Dominique Townsend		
<i>CRN:</i>	13899	<i>Schedule/Location:</i>	Mon Th 10:20 AM – 11:40 AM
<i>Distributional Area:</i>	MBV Meaning, Being, Value	<i>Instructional Mode:</i>	Online/Remote
	D+J Difference and Justice	<i>Class/room cap</i>	0
<i>Cross-listed:</i>	Asian Studies		

For more than 2,500 years Buddhist thought and practice have evolved around the central problem of suffering and the possibility of liberation. The importance of cultivating compassion and wisdom and the reality of death are among Buddhism's guiding concerns. Across diverse cultural landscapes, Buddhism comprises a wide array of philosophical perspectives, ethical values, social hierarchies, and ritual technologies. It is linked to worldly politics, institutions, and charismatic personalities. At the same time, it is geared towards renunciation. Buddhism's various faces can seem inconsistent, and they are frequently out of keeping with popular conceptions. This course offers an introduction to Buddhism's foundational themes, practices, and worldviews within the framework of religious studies. Beginning with Buddhism's origination in India, we will trace its spread and development throughout Asia. We will also consider its more recent developments globally. There are no prerequisites for this course

<i>Course:</i>	REL 117 Hindu Religious Traditions		
<i>Professor:</i>	Hillary Langberg		
<i>CRN:</i>	13901	<i>Schedule/Location:</i>	Mon 2:00 PM – 3:20 PM Th 2:00 PM – 3:20 PM Olin 202
<i>Distributional Area:</i>	MBV Meaning, Being, Value	<i>Instructional Mode:</i>	Hybrid (class meets in person: also open to students studying remotely)
	D+J Difference and Justice	<i>Class/room cap</i>	18
<i>Cross-listed:</i>	Asian Studies		

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." Students will analyze the roles, myths, and symbolism of Hindu deities in both classical literary texts and visual art. We will also 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.

<i>Course:</i>	REL 154 The New Testament in Contexts		
<i>Professor:</i>	Bruce Chilton		
<i>CRN:</i>	13897	<i>Schedule/Location:</i>	Tue Fri 10:20 AM – 11:40 AM Bard Chapel
<i>Distributional Area:</i>	MBV Meaning, Being, Value	<i>Instructional Mode:</i>	Hybrid (class meets in person: also open to students studying remotely)
		<i>Class/room cap</i>	24
<i>Cross-listed:</i>	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 contexts in which Jesus' movement arose, and then produced an innovative literature all its own.

Course:	REL 291 Race and Religion		
Professor:	Nora Jacobsen Ben Hammed		
CRN:	13904	Schedule/Location:	Mon Th 3:50 PM – 5:10 PM
Distributional Area:	MBV Meaning, Being, Value	Instructional Mode:	Online/Remote
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	Global & International Studies; Human Rights; Middle Eastern Studies		

In this course, we trace the intersections of notions of race with religion through multiple time periods and contexts with a focus on race and racism in the United States. We critically examine the concept of race as it is formed by, and informs, religious difference, and how religion may serve as a tool to process and cope with racialized othering. With a deep recognition for the social and historical processes that form and employ the idea of race, we begin by grounding ourselves in the history of race as a concept, examining the ways in which race has been (and continues to be) mobilized in systems of property, power, and control. Our explorations take us from religious racism in medieval Spain, to the colonization of the Americas and the use of Christianity as a civilizing force, to modern articulations of white supremacy and antisemitism grounded in religious rhetoric. We also test the limits of the concept of race in considering its intersection with antisemitism, and debate whether Islamophobia can be understood as the racialization of Muslims. In addition to probing the ways in which religion has been weaponized against colonized peoples, we delve into examples of religious resistance, including Christian liberation theology and the Nation of Islam. ***This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.***

Course:	SOC 101 Introduction to Sociology		
Professor:	Peter Klein		
CRN:	13867	Schedule/Location:	Tue Fri 2:00 PM – 3:20 PM Olin 205
Distributional Area:	SA Social Analysis	Instructional Mode:	In Person
	D+J Difference and Justice	Class/room cap	18
Cross-listed:	American Studies		

Sociology is the systematic study of social life, social groups, and social relations. The discipline views the individual in context of the larger society, and sheds light on how social structures constrain and enable our choices and actions. Sociologists study topics as varied as race, gender, class, religion, the birth of capitalism, democracy, education, crime and prisons, the environment, and inequality. At its most basic, the course will teach students how to read social science texts and evaluate their arguments. Conceptually, students will learn basic sociological themes and become familiar with how sociologists ask and answer questions. Most importantly, students will come away from the course with a new understanding of how to think sociologically about the world around them, their position in society, and how their actions both affect and are affected by the social structures in which we all live.

Course:	SOC 213 Sociological Theory		
Professor:	Laura Ford		
CRN:	13860	Schedule/Location:	Mon Th 3:50 PM – 5:10 PM Olin 202
Distributional Area:	SA Social Analysis	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
		Class/room cap	18
Cross-listed:	Human Rights		

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.

Course:	SOC 326 Advanced Seminar on Punishment & Society: Race, Inequality, and Criminal Justice		
Professor:	Allison McKim		
CRN:	13857	Schedule/Location:	Wed 2:00 PM – 4:20 PM Olin 101
Distributional Area:	SA Social Analysis	Instructional Mode:	Blended (class meets in person with some online components)
	D+J Difference and Justice	Class/room cap	10
Cross-listed:	Africana Studies; American Studies; Human Rights		

This seminar delves into recent research on race and the criminal justice system in the United States. Since the 1970s, the United States criminal justice system has massively expanded, leading to the highest incarceration rate in the world. Across the board, punishments grew and became harsher, meanwhile policing intensified and punitive modes of social control spread into many aspects of social life. This transformation has been profoundly racialized, with an especially disparate impact on African Americans. In this course, students will read cutting-edge social science and historical research on the racial dynamics of U.S. criminal justice, including topics such as mass incarceration, the expansion of probation, policing communities of color, treatment programs, and the politics of crime and punishment. We will also consider research on the relationship between the penal system and other institutions of social control, such as schools, child protective services, and welfare programs. The course will dig into new research on the roots of these patterns and their consequences for the formerly incarcerated. We will consider punishment in its larger context and its relationship to broader forms of social control and state governance. This will include the ways that gender intersects with racial domination. Throughout this course, we will use this research to think rigorously about what could be done to challenge these patterns of racial injustice. ***This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.***

Course:	THTR 361 Race, Class, and Gender in Modern and Contemporary Drama		
Professor:	Miriam Felton-Dansky		
CRN:	14078	Schedule/Location:	Tue 10:20 AM – 12:40 PM Fisher PAC LUMA
Distributional Area:	AA Analysis of Art	Instructional Mode:	Hybrid (class meets in person: also open to students studying remotely)
	D+J Difference and Justice	Class/room cap	15
Cross-listed:	Gender and Sexuality Studies; Literature		

In 1858, the Black American abolitionist William Wells Brown wrote a revolutionary play, condemning the institution of enslavement and breaking nineteenth-century dramatic form wide open. Called “The Escape; or, A Leap to Freedom”, this partially autobiographical work—so far ahead of its time that it did not receive a full stage production until the 1970s—will serve as a point of origin for our class, which aims to critically consider and reimagine the modern dramatic canon. Diving deeply into a series of case studies drawn from around the world, we will employ the intersecting lenses of critical race and gender theory and class analysis to consider questions of canon formation and canonical erasure; the relationships between modern drama, postcolonial revolution, and indigeneity; and the assumptions about identity and experience embedded in emerging modes of realism. Artists under investigation will include Henrik Ibsen, Wole Soyinka, Griselda Gambaro, Aimé Césaire, and Anita Majumdar. Students will create independent dramaturgy projects, critical responses to our readings, and proposals for syllabi of their own.

Course:	WRIT 329 Race in a Foreign Language		
Professor:	Joseph O’Neill		
CRN:	14042	Schedule/Location:	Mon 12:10 PM – 2:30 PM Stevenson Library Hoffman
Distributional Area:	PA Practicing Arts	Instructional Mode:	In Person
		Class/room cap	12
Cross-listed:	Human Rights		

Recent American discourse about race has made a valuable—and globally influential—contribution to our political understanding of, and feelings about, race. How should ‘American’ writers respond? Specifically, how could ‘foreign’ writing and thinking defamiliarize, enrich and challenge the American stories we imagine and tell? This course would look at domestic (i.e., American-made) narratives and outlooks, and implicate them in the stories told, and realities conjured, by writers from overseas. We will consider work by the likes of Scholastique Mukasonga, V.S. Naipaul, Malcolm X, Paul Beatty, Adaobi Tricia Nwaubani, Adolph Reed, Ngugi wa Thiong’o, Machado de Assis, Hiroko Oyamada, and others.