

FALL 2022 Hate Studies Initiative

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/>

Middle Eastern Mobilities

Course Number: **ANTH 297** CRN Number: **90196** Class cap: **22** Credits: **4**
Professor: **Jeff Jurgens**
Schedule/Location: **Mon Wed 10:10 AM – 11:30 AM Olin 304**
Distributional Area: **SA Social Analysis**
Crosslists: **Global & International Studies; Human Rights; Middle Eastern Studies**

Scholars of migration have often viewed the Middle East as a "sending" region from which people depart in order to settle in other parts of the world, including the US and Europe. While this diasporic perspective certainly has its virtues, it has sometimes diverted attention from the ways that people circulate within the Middle East itself. Moreover, it has tended to neglect the region's growing significance as a "destination" in its own right for migrants, refugees, and other travelers from South and East Asia, sub-Saharan Africa, and Latin America. Drawing on recent scholarship in anthropology, history, and related fields, this course takes a somewhat different approach: it examines how varied Middle Eastern mobilities, in both the past and present, have reconfigured discourses and practices of labor, class, citizenship, ethnonational belonging, religiosity, and humanitarian assistance within and across the region's nation-states. It also delves into the ways that migratory aspirations and projects have inflected everyday Middle Eastern life in the more intimate domains of gender, sexuality, intergenerational family relations, and the imagining of possible futures. In the end, this course aims to move (however partially) beyond a Euro-Atlantic frame of reference, even as it acknowledges the ways that the contemporary Middle East has been powerfully shaped by European and American imperial interventions.

Survey of Latin American Art

Course Number: **ARTH 160** CRN Number: **90031** Class cap: **22** Credits: **4**
Professor: **Susan Aberth**
Schedule/Location: **Mon Wed 11:50 AM – 1:10 PM Reem Kayden Center 103**
Distributional Area: **AA Analysis of Art D+J Difference and Justice**
Crosslists: **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: American

20th Century German Art

Course Number: **ARTH 262** CRN Number: **90012** Class cap: **22** Credits: **4**
Professor: **Tom Wolf**
Schedule/Location: **Wed Thurs 10:10 AM – 11:30 AM Olin 301**
Distributional Area: **AA Analysis of Art**
Crosslists: **German Studies**

This course focuses on German and Austrian art of the 20th century. The emphasis is on art in Germany from Jugendstil through expressionism, dadaism, Neue Sachlichkeit, Nazi and concentration camp art, and post-World War II developments. Artists studied include Ernst Ludwig Kirchner, Wassily Kandinsky, Paul Klee, and Egon Schiele. The course concludes with an investigation of how more recent artists such as Joseph Beuys, Bernd and Hilla Becher, Sigmar Polke, and Gerhard Richter connect to previous German artistic ten

Toward Dismantling Global Racism

Course Number: **BGIA 305** CRN Number: **90294** Class cap: **15** Credits: **4**
Professor: **TBA**
Schedule/Location: **-**
Distributional Area: **SA Social Analysis**
Crosslists: **Global & International Studies; Human Rights**

Since the killing of George Floyd in May 2020, a reckoning on racism has been taking place, in the US and around the world. In America, the role of racism is primarily examined with a focus on the enduring effects of slavery, and rarely is it explored within a larger global context, despite its international roots. It should come as no surprise that one cannot fully understand how racism operates nor dismantle it without examining its global nature, getting to know the origins it has in diverse cultures and how it impacts various communities and societies around the world. Countless companies, institutions, communities, NGOs and foundations have pledged to become antiracist and dismantle racism, but there is no quick fix nor ready-to-be-used toolbox that would have been acquired by previously-trained practitioners to provide short-term results on racial equity. This course examines the nature and impacts of racism with a global approach. Building on the experiences of resilient post-conflict local communities around the world and on the theories and practices of Transitional Justice, we will explore tools and frameworks to innovate and efficiently dismantle racism in organizations, communities and societies. Adopting a comparative approach, we will study materials and examples of successful antiracist initiatives coming from Africa, the Middle East, Europe, Asia and the Americas, and mobilize diverse academic fields: political sciences, history, genocide studies, psychology, sociology, literature and cinema. We will articulate our understanding of racial domination and develop approaches to dismantle it with the other forms of oppression.

Labor Economics

Course Number: **ECON 214** CRN Number: **90209** Class cap: **22** Credits: **4**
 Professor: **Michael Martell**
 Schedule/Location: **Mon Wed 5:10 PM – 6:30 PM Hegeman 308**
 Distributional Area: **SA Social Analysis D+J Difference and Justice**
 Crosslists: **American Studies; Gender and Sexuality Studies; Human Rights**

This course focuses on the economic forces and public policies that affect employment and wages. We examine theoretical models of labor markets and how well they hold up to real-world empirical data. Topics emphasized include labor demand and supply, minimum wage laws, theories of unemployment, job search and matching models, family and life-cycle decision-making, human capital, efficiency wage theory, compensating wage differentials, worker mobility and migration, unions, and discrimination. Prerequisite: Economics 100.

Economic Development

Course Number: **ECON 221** CRN Number: **90210** Class cap: **22** Credits: **4**
 Professor: **Sanjay DeSilva**
 Schedule/Location: **Mon Wed 5:10 PM – 6:30 PM Hegeman 102**
 Distributional Area: **SA Social Analysis**
 Crosslists: **Africana Studies; Asian Studies; Environmental & Urban Studies; Global & International Studies; Human Rights; Latin American/Iberian Studies; Science, Technology, Society**

This course focuses on economic conditions and problems pertaining to the “developing world”. We begin by critically examining different definitions of the concept of development (e.g. GDP growth, expansion of freedoms, alleviation of poverty). The rest of the course is divided into four parts: the first part explores various reasons for why a distinction emerged between developed and developing economies (e.g. Industrial revolution, colonialism, geography and natural resources, demography); the second part explores macroeconomic models and policies (e.g. growth, structural change, trade, globalization) that have been employed to promote development; the third part deals with microeconomic policies designed to address specific development goals, such as promoting health and education, and expanding access to financial assets; the fourth part critically examines several adverse effects of development, such as inequality and environmental degradation. Thematic discussions will be supplemented by a semester-long case study each student will carry out on development experiences of a country of their choice. Prerequisites: ECON 100.

Intro to Documentary

Course Number: **FILM 106** CRN Number: **90418** Class cap: **25** Credits: **4**
 Professor: **Joshua Glick**
 Schedule/Location: **Mon Wed 10:10 AM – 11:30 AM Avery Film Center 110**
 Screening: **Sun 7:00 PM – 11:00 PM Avery Film Center 110**
 Distributional Area: **AA Analysis of Art**

An introductory historical survey of the documentary, from the silent era to the digital age. Topics addressed will include the origins of the concept of the documentary, direct cinema and cinema verite, propaganda, ethnographic media, the essay film, experimental documentary forms, media activism, fiction and documentary, and the role of changing technologies. Filmmakers studied will include Flaherty, Vertov, Riefenstahl, Rouch, Pennebaker, Maysles, Wiseman, Marker, Farocki, Spheeris, Hara, Riggs, Honigman, Morris, and Moore. Grades will be based on exams, essays and other research and writing projects. Open to all students, registration priority for First-Year students and film majors. This film history course fulfills a moderation/major requirement.

From the Storming of the Bastille to the “Gilets jaunes”: Narratives of Insurrection & Poetics of Unrest in French Literature

Course Number: **FREN 345**

CRN Number: **90173**

Class cap: **16**

Credits: **4**

Professor: **Éric Trudel**

Schedule/Location: **Tue 9:10 AM – 11:30 AM Olin 305**

Distributional Area: **FL Foreign Languages and Lit**

Crosslists: **Human Rights**

“Revolt”, wrote Victor Hugo in *Les Misérables*, “is a sort of waterspout in the social atmosphere which forms suddenly in certain conditions of temperature, and which, as it eddies about, mounts, descends, thunders, tears, razes, crushes, demolishes, uproots.” This course will be devoted to depictions of political uprising, protests, demonstrations and general strikes in French literature, past and present. Indeed, in view of the importance given to social unrest in several contemporary works of fiction, we may wonder if we now have entered or reentered – as French philosopher Alain Badiou suggested in 2011 – the “Age of Riots.” As we examine various 19th, 20th and 21st century accounts or imaginative retellings of the revolutions of 1830 and 1848, of the Paris Commune, of May 68, or of the 2018 movement “Nuit Debout,” we will seek to understand how such texts repeat or counter the official historical record – or media coverage. Reviewing the discursive and formal strategies adopted by novelists and poets, we will also outline the challenges that collective action and the multiplication of voices can pose to representation, interrogate recurring metaphors, and map out changing conceptions of the political role of literature (and the extent to which insurrection may become a model for writing itself). Throughout the semester, our goal will be to bring to light the ways in which literary works can contribute to the “reinvention of the revolutionary filiations” (Didi-Huberman), and carry the memory of 1789. Works by Arno Bertina, André Chénier, Gustave Flaubert, Victor Hugo, Leslie Kaplan, André Malraux, Robert Merle, Jules Vallès, Nathalie Quintane, Éric Vuillard, and Émile Zola, among others. Taught in French.

India after Gandhi: A history of post-colonial democracy

Course Number: **HIST 198**

CRN Number: **90229**

Class cap: **22**

Credits: **4**

Professor: **Rupali Warke**

Schedule/Location: **Mon Wed 3:30 PM – 4:50 PM Olin 202**

Distributional Area: **HA Historical Analysis**

Crosslists: **Asian Studies; Global & International Studies; Politics**

Home to about 18% of humanity, India is the largest democracy in the world. After two hundred years of colonial rule, India’s political independence, though long-awaited was bitter-sweet. As British India was partitioned into two post-colonial states of India and Pakistan, unimaginable horrors of communal violence ensued with one of the biggest mass migrations in history. The leaders of the newly formed nation inherited an India afflicted by acute poverty, religious violence, social inequality, and illiteracy. Most opinion makers believed the fate of this Commonwealth was short-lived as very soon the wounds of partition and dozens of potentially divisive forces would tear apart its fabric. Why did their prophesy fail? How did India build itself? Have the divisive forces perished? How did the cold war affect India? What is the current state of India and its people? And most importantly, how is the state of democracy in India? These are some of the questions that we shall investigate in this class. The economic policies, diplomatic relations with neighbors (Pakistan, China, Bangladesh, and Sri Lanka), governance, political mobilization of marginalized groups, migration of Indians to the United States, and electoral politics are some of the aspects that would be explored in this class.

Wars of Religion

Course Number: **HIST 2035**

CRN Number: **90239**

Class cap: **22**

Credits: **4**

Professor: **Tabetha Ewing**

Schedule/Location: **Tue Thurs 5:10 PM – 6:30 PM Olin 204**

Distributional Area: **HA Historical Analysis**

Religion and revolution have formed an unholy alliance at several distinct moments in history. This course is a journey across the motley religious landscape of early modern Europe in which the ideas and practices of heretics, infidels, and unbelievers nestled in the spaces where orthodox Catholicism held sway. Periodically, heads of state or household sought to bring order to it; and people – royal subjects, wives, children, servants – resisted. The 16th and 17th centuries were a time in which religious revolution and new ways of ordering spiritual life exploded in a fashion that no one could have anticipated. In the period we now term “the Reformations” Europe would reinvent itself at home and discover itself in the New World. Also, the power of women as a source of threat and of sectarian strength emerges as a primary site for reformation processes. From the expulsion of Iberian Jews and Muslims to European contact with “cannibalism,” from Luther in Germany to Carmelites nuns in Canada, from witchcraft to the cult of Mary, from incantation to exorcism, students will trace the personal stories of real people through Inquisition records, diaries and conversion tales, early pamphlets, and accounts of uprisings. We will look at how radical religious ideologies

sustained themselves in the face of official repression and, more challenging still, official approval. OPEN TO FIRST YEAR STUDENTS.

The Great War in World History

Course Number: **HIST 3224**

CRN Number: **90241**

Class cap: **10**

Credits: **4**

Professor: **Wendy Urban-Mead**

Schedule/Location: **Wed 4:30 PM – 7:30 PM Reem Kayden Center 101**

Distributional Area: **HA Historical Analysis D+J Difference and Justice**

This advanced seminar in history draws from the fields of modern European, World, and African history. Attention will be equally divided between learning about historiography – how historical knowledge is produced – and learning about the events of the past itself. Popular understanding of World War One tends to rely on knowledge drawn from diplomatic and military historical approaches, and to focus on the events on the western front. To extend and complicate this view, we will read not only from the classic ‘causes of WWI’ literature, but also from gender, cultural, and post-colonial treatments of the war. Readings will illuminate the experience of the war by indigenous and white-settler communities of Canada, women everywhere, Africans who fought in Europe and who were drawn into the war’s waging on the continent of Africa, the eastern European front, and the lasting impact of the peace settlement on Africa, China and the Middle East. Working with this diversity of texts gives us the opportunity explicitly to discuss how different historiographical approaches change how we understand ‘what happened.’ This course satisfies the historiography requirement for Historical Studies majors; it may also serve as a Major Conference course.

Documenting Voter Suppression and Exclusion

Course Number: **HR 387**

CRN Number: **90557**

Class cap: **18**

Credits: **2**

Professor: **Lisa Katzman**

Schedule/Location: **Wed 9:10 AM – 11:30 AM Avery Film Center 338**

Distributional Area: **SA Social Analysis**

Crosslists: **American Studies**

This course will serve to facilitate the creation of a video archive that documents voter suppression and exclusion. The archive will be made available to legislators to use, for example, in congressional hearings supporting voting rights legislation, as well as to voting rights advocacy groups. Students will conduct interviews with elderly Black voting rights stakeholders who benefited from the Voting Rights Act (of 1964); multi-generational stakeholders whose access to voting has been adversely impacted by the Supreme Court’s 2013 *Shelby County v. Holder* decision; as well as voting rights advocates who have made significant contributions to this critical social justice movement. To prepare for these interviews, we will survey the history of voting rights and voting disenfranchisement from Reconstruction (and its collapse) through the present, focusing on the Voting Rights Acts of the 1964, the *Shelby* decision of 2013 that dismantled historic legislation protecting voting rights, and current efforts in Georgia, Texas, and other states to disenfranchise the voting rights of people of color and young voters. As we plan to focus on stakeholders in southern states, students will conduct interviews via Zoom and will edit this material using iMovie or Final Cut. As well as considering a broad array of texts by and about Frederick Douglass, W.E.B DuBois, Sojourner Truth, Harriet Tubman, Fanny Lou Hamer, Angela Davis, and Martin Luther King, we will view and discuss a number of films including: *Birth of a Nation*, episodes of *Eyes on the Prize*, the PBS series *Reconstruction*, and Kevin Jerome Everson’s *Tonsler Park*. The final assignment for the course will entail the creation of a short film that makes use of edited interviews, archival material, text, and sound. We will also consider the role of public art in connection to social action and how the video documentation students produce in the course (and the short films that develop from it) can be used toward both ends. Editing experience not required.

Antisemitism and the Law

Course Number: **HR 392**

CRN Number: **90509**

Class cap: **15**

Credits: **4**

Professor: **Kenneth Stern**

Schedule/Location: **Wed 10:10 AM – 12:30 PM OSUN Course**

Distributional Area: **SA Social Analysis D+J Difference and Justice**

Crosslists: **Jewish Studies**

This class will explore the intersection of antisemitism and the law – law as a vehicle for institutionalizing antisemitism, law as a vehicle for combating antisemitism, law as a political tool, and how and why, at times, recourse to law in an attempt to combat antisemitism backfires. Part of the story will be told through the drama of cases, including the blood libel case of Menahem Mendel Beilis in Kiev in 1913, the 1894-1906 treason case against French officer Alfred Dreyfus, the murder trial and 1915 lynching of Leo Frank in Georgia, the 1977 Skokie case of Nazis marching in a community of Holocaust survivors, the 2021 civil victory against organizers of the “Unite the Right” rally, and the 2000 Holocaust denial libel case of David Irving vs. Penguin and Deborah Lipstadt (the instructor was part of the defense team, and has a repository of original materials from the trial housed at Bard). Also covered will be contemporary issues, such as President Trump’s executive order mandating the Department of Education consider a

particular definition of antisemitism when considering civil rights cases. By the end of the class, students should have a better understanding of the hatred known as antisemitism, and how law has both been a vehicle for its implementation, and for confronting it, and perhaps more importantly, how law is sometimes a too attractive, but inherently counterproductive, remedy (and how sometimes it is the exactly right tool). **This is an OSUN class and is open to Bard students as well as students from multiple OSUN partner institutions.**

The Middle Sea: Mediterranean Encounters in Italy

Course Number: ITAL 231 CRN Number: 90178 Class cap: 22 Credits: 4
 Professor: Franco Baldasso
 Schedule/Location: Tue Thurs 1:30 PM – 2:50 PM Reem Kayden Center 200
 Distributional Area: FL Foreign Languages and Lit
 Crosslists: Human Rights

Since Homer, the Mediterranean Sea had inspired the founding myths of countless civilizations that prospered and clashed on its shores. The “Middle Sea” represented for millennia the locus of cultural encounters par excellence. As the current migration crises showcase, however, it also constitutes a key geopolitical space of negotiation between national pretenses and transnational mobility of ideas, cultures, and bodies. By virtue of its position at the center of the Mediterranean, Italy and its multilayered culture offered a number of provisional answers to the ceaseless struggles taking place between North and South, East and West, Orientalism and Occidentalism. The course will address pivotal works of Italian literature and cinema able to destabilize acquired assumptions on identity, migration, gender and exile, from Boccaccio to Elsa Morante, to Pasolini and Carlo Levi, with a particular focus on Mediterranean artists working in Italy today, such as Predrag Matvejevic, Boris Pahor, Elvira Dones and Ferzan Özpetek. Conducted in Italian.

Pier Paolo Pasolini

Course Number: ITAL 322 CRN Number: 90179 Class cap: 22 Credits: 4
 Professor: Karen Raizen
 Schedule/Location: Wed 3:30 PM – 5:50 PM Olin Languages Center 208
 Distributional Area: FL Foreign Languages and Lit

This course constitutes a survey of the works of Pier Paolo Pasolini (1922-1975). Pasolini is known today as poet, filmmaker, journalist, theorist, and intellectual. He is elevated as a gay icon despite always having resisted the status; he is cast as sometimes communist, sometimes Catholic, sometimes both, and sometimes resolutely neither; he is charged with being iconoclast and controversial, and yet is still touted as a pillar of postmodern Italian intellectualism. This course will move chronologically through his life and works, from his early literary and filmic attempts at Neorealism to his investment in auteur cinema, from his focus on Third Worldism and the Global South to the ultimate linguistic explorations of his pessimism. The course will be accompanied throughout the semester by a retrospective of his films. Prerequisites: Italian 202, or permission of instructor. Taught in Italian.

Who is Joaquín Murieta?

Course Number: LIT 127 CRN Number: 90299 Class cap: 22 Credits: 4
 Professor: Alex Benson
 Schedule/Location: Mon Wed 10:10 AM – 11:30 AM Olin 203
 Distributional Area: LA Literary Analysis in English D+J Difference and Justice
 Crosslists: American Studies; Human Rights; Latin American/Iberian Studies

This course anchors a wide-ranging discussion of art, labor, land, and state power in a singular text. *The Life and Adventures of Joaquín Murieta: The Celebrated California Bandit* (1854) is now known primarily as the first novel published by a Native American writer—John Rollin Ridge, a.k.a. Yellow Bird (Cherokee Nation). But Ridge’s pulpy antihero story also opens up a surprising set of questions about indigeneity and race, fiction and history, banditry and borders. Exploring these issues, we will move from the novel to the political histories that inform it, and from there to the afterlives of Ridge’s narrative across other artistic media (an experimental dramatic adaptation by Pablo Neruda, a poem by activist Corky Gonzales, pop-culture vigilantes such as Zorro and Batman). Throughout, our discussion will draw on readings in Native literary criticism and settler colonial studies, introducing students to these fields’ ongoing debates about nationhood and narrative.

American Literature I: Amazing Grace: The Puritan Legacy in American Literature and Culture

Course Number: LIT 257 CRN Number: 90307 Class cap: 22 Credits: 4
 Professor: Elizabeth Frank
 Schedule/Location: Wed Thurs 8:30 AM – 9:50 AM Olin 202
 Distributional Area: LA Literary Analysis in English D+J Difference and Justice
 Crosslists: American Studies; Study of Religions

Starting in 1620, Puritans dissenting from the Church of England escaped persecution by setting out New England accompanied by their strict Calvinist theology and the dream of a Christian “city on a hill.” But from the beginning they wrestled with contradictions in their expectations, religious customs and ways of life that have never been resolved and that, to this day, both enrich and bedevil American society.

How can the same religious culture notorious for its theocratic rigidity and persecuting intolerance have also become inadvertently a major source of democratic principles, reverence for the individual and the primacy of conscience? How can those who subscribed to John Winthrop’s lay sermon, *A Model of Christian Charity*, with its message of loving mutual interdependence, kill Indigenous peoples with impunity and lay arrogant claim to “empty” land to which they felt entitled as God’s chosen people. How could those whose writings gave birth to the rich and labyrinthine interiority of the American “self,” who prized literacy and learning and produced the first generation of American intellectuals, insist on the theological and social conformity on pain of criminalizing non-compliance? How could they persecute Quakers and Anabaptists? How could they hang “witches”?

Central to Puritan practice was the Bible, the constant reading and discussion of which was the cornerstone of every aspect of day-in-day-out Puritan life. So, we will be reading the Bible, both the Old (Hebrew) Testament and the New (Greek) Testament, along with texts from such essential Puritan literary genres as sermons, histories, diaries, spiritual autobiographies and poems, encountering as we do so some of our first major American writers: William Bradford, Thomas Hooker, Anne Bradstreet, Cotton Mather, Samuel Sewall, Jonathan Edwards and Benjamin Franklin. We will consider those aspects of Puritanism aligned with Renaissance humanism, with its emphasis on the role of “experience” and proto-scientific “evidence” in the quest for grace, and the Puritan relationship with emerging Enlightenment secularism and American capitalism.

The question of dissent and its costs, in particular the Antinomian heresy, arises with the brilliant Anne Hutchinson, midwife and outspoken thinker, whose trial for daring to take responsibility for her own salvation we will follow in transcript. We will look as well at that tireless gadfly Roger Williams, to whom we owe so much for the concept of the separation of church and state, and for his pioneering work with Native Americans and their languages. We will look as well at the Salem witch trials in 1692 by reading both the formidable and unintentionally bathetic Cotton Mather (*The Wonders of the Invisible World*) and the twentieth-century intellectual historian Richard Hofstadter’s great essay, *The Paranoid Style in American Politics*.

In the poems of Anne Bradstreet and the diary of Samuel Sewall, we will find glimpses of daily life, marriage and the Puritan view of sexuality. Reading Jonathan Edwards, we will look at the first Great Awakening as the beginning of the end of Puritan orthodoxy and the harbinger of its eventual transformation into American Evangelicalism’s explosive and unstoppable rise, which for us will include the development of the Black church in America, gospel music and readings in James Baldwin and Martin Luther King, Jr.

Thus we will try to make sense of the contradictions in American Puritanism—“the defects of its virtues and the virtues of its defects”—while also working to understand and respect the passionate religious experience for which the Puritans thirsted. In exploring such concepts as the covenant, original sin, guilt, grace and the elect, we will read fiction by Nathaniel Hawthorne that imaginatively reconstructs the Puritan past; we’ll look at the line that goes from Thomas Hooker’s magnificent “A True Sight of Sin” right up to Washington Irving, Edgar Allan Poe and beyond, to American “noir” in fiction and film. We will further trace the transformation of these concepts as they resurface in what is perhaps the Puritans’ greatest legacy: radical American individualism embedded in the writings of Emerson, Thoreau, and Emily Dickinson—and in the principled and conscience-driven actions of abolitionists John Brown, freedom fighters in the Civil Rights movement, conscientious objectors and antiwar resisters in the 1960s and beyond.

As a Difference and Justice course, we will be paying very careful attention to the problematic and shameful legacy of Puritan mistreatment (with rare exceptions) of Indigenous peoples in New England and the unquestioned assumptions that made such mistreatment possible.

Geographies of Unease

Course Number: LIT 3139

CRN Number: 90331

Class cap: 15

Credits: 4

Professor: Marina van Zuylen

Schedule/Location: Fri 12:30 PM – 2:50 PM Olin Languages Center 118

Distributional Area: LA Literary Analysis in English D+J Difference and Justice

Crosslists: French Studies; Gender and Sexuality Studies; Human Rights

How do we acquire cultural and social capital? What are the subtle mechanisms by which symbolic power is transferred? The books we read, the tastes we acquire, and the ambitions we hold make us into insiders or outcasts, depending on where we stand. Do social structures inevitably reproduce themselves or can we ever hope to start over? Using literary and philosophical texts, this class will explore the tenuous process of passing from one condition to another. Whether this integrative process involves race, country, sexuality, gender, or socio-economics, it explodes the notion of a stable and unchanging self and focuses on border zones of culture and being. We will explore the threatening and liberating resonances of hybrid states and deterritorialized sensibility. Double-consciousness (W.E.B. Du Bois), double temporality (Spinoza), and double diaspora are some terms that will help us study the pain and loss involved in the plasticity of self, in the broken and rebuilt habits at the heart of our desire to be accepted. Readings from Bourdieu, Rancière, Larsen, W. D. Howells, Ernaux, Foucault, Eribon, Glissant, Fanon, Rankine. This course is a Literature Junior Seminar.

U.S. and the Modern Middle EastCourse Number: **PS 264**CRN Number: **90274**Class cap: **18**Credits: **4**Professor: **Frederic Hof**Schedule/Location: **Mon Wed 10:10 AM – 11:30 AM Olin 305**Distributional Area: **HA Historical Analysis**Crosslists: **American Studies; Global & International Studies; Historical Studies; Middle Eastern Studies**

This class will focus on the relationship of US foreign policy to the Arab states of the modern Middle East: the Arab countries of the Levant, Mesopotamia, the Arabian Peninsula, plus Egypt. The first part of the course will put this relationship in its historical perspective. We will discuss the Ottoman Empire before, during, and immediately after World War I, the postwar treaties that stripped the Empire of its Arab holdings and established European rule in much of the Arab World through the League of Nations mandate system, the creation of independent Arab states, the pivotal year 1948, the rise of Arab nationalism (Nasserism and its rivals), the June 1967 war, and the rise of political Islam, among other topics. The second part of the course will focus on the official American relationship with the Arab World from post-World War II until the present day. Topics to be discussed include: securing petroleum resources; the Cold War; the security of Israel; dealing with political Islam and terrorism; the 2003 Iraq War; and the 2011 Arab Spring and its aftermath.

Gender in the History of Psychological DisordersCourse Number: **PSY 216**CRN Number: **90088**Class cap: **24**Credits: **4**Professor: **Elena Kim**Schedule/Location: **Tue Thurs 11:50 AM – 1:10 PM Hegeman 102**Distributional Area: **SA Social Analysis**Crosslists: **Gender and Sexuality Studies**

This course examines the history of abnormal psychology from the perspective of women's experiences within this field. We will explore the role that psychiatry has played in defining and shaping what has been considered 'normal female' as opposed to 'normal male' behavior. The course begins with the history of conceptualizing the 'female madness' starting from the witchcraft persecution in Europe to the emergence of diagnostic categories such as "neurasthenia" and 'hysteria' which were frequently applied to women in the 19th and early 20th centuries. We will discuss biological explanations used to explain mental disorder in women and associated psychiatric practices of the past. The key point of the course is to look at how gender roles and stereotypes may have contributed to definitions of mental illness with varied impacts on women and men. For example, we will read materials about how women who deviated from their ascribed gender roles were continuously likely to be categorized as 'insane'. In the second part of the course, our focus will be on how diagnoses have changed over time and the modern day gender biases still found in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Intersections of gender with race, class and sexual subjectivity in the history of abnormal psychology will be examined throughout the course. Prerequisites: Introduction to Psychological Science or permission of the instructor. This course fulfills the Cluster A requirement for the psychology major.

TraumaCourse Number: **PSY 217**CRN Number: **90091**Class cap: **22**Credits: **4**Professor: **Justin Dainer-Best**Schedule/Location: **Mon Wed 3:30 PM – 4:50 PM Olin 303**Distributional Area: **SA Social Analysis**

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.