

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.ba>

Parables of Abolition

Professor: **Kwame Holmes**

Course Number: **AFR 311**

CRN Number: **90310**

Class cap: **15**

Credits: **4**

Schedule/Location: **Wed 3:30 PM - 5:50 PM Hegeman 300**

Distributional Area: **MBV Meaning, Being, Value D+J Difference and Justice**

Crosslists: **American & Indigenous Studies; Experimental Humanities; Gender and Sexuality Studies; Human Rights; Philosophy**

Over the course of 5 novels: *Kindred*, *Dawn*, *Adulthood Rites*, *Parable of the Sower* and *Parable of the Talents*, Octavia Butler laid out the blueprint for a project of Abolition; an ongoing unmaking and remaking of our world. We'll read these novels in order to: 1. Locate Butler's prophetic vision, i.e. how her work predicts the crises of climate change, warfare, and the intensification of suffering at the hands of capitalist-driven dispossession and deprivation. 2. Discern Butler's vision for saving society, and ourselves from the future she, and so many of us now, see before us. With Butler's philosophy in mind, students will design a guide for building communities that can survive the coming transition, and prevent humanity from reproducing the very cycles of division and violence that made it possible for Butler to so accurately predict the world as it is.

Global Indigenism

Professor: **Maria Sonevsky**

Course Number: **ANTH 366**

CRN Number: **90319**

Class cap: **15**

Credits: **4**

Schedule/Location: **Mon 12:30 PM - 2:50 PM Olin 107**

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

Crosslists: **American & Indigenous Studies; Global & International Studies; Human Rights**

Does the global Indigenous rights movement amount to a "subtle revolution" that has the potential to reform and improve our world order, as Prof. Sheryl L. Lightfoot (Anshinaabe/Lake Superior) argues? Or is it a movement that entraps Indigenous peoples from around the world in expectations of primitivism, "settler time," eco-spiritualities, or performances of authenticity, as others contend? This seminar investigates the prolific tensions—the pitfalls and potentials—inherent in the global movement for Indigenous rights. Centering on anthropological accounts of Indigenous peoples' movements, the seminar will begin with two books: *Indigenous Peoples and Borders* (Lightfoot and Stamatopoulou), and *The Origins of Indigenism: Human Rights and the Politics of Identity* (Niezen). We will then move to situated ethnographic accounts of Indigenous movements in various states, from intergenerational memory politics in post-Soviet Ukrainian Crimea (Greta Uehling), to competing visions of Indigenous modernity in Colombia (David D. Gow), the rise of "indigenous elites" among Kenya's Maasai (Serah Shani), the contradictory imperatives of liberal recognition in Australia (Elizabeth Povinelli), the class dimensions of indigenous rights activism in India (Alpa Shah), the politics of Indigenous refusal across the settler Canada/US borders (Audra Simpson), and more. In addition to weekly reading responses, students will be asked to conduct a semester-long independent research project on a course subject to approval by the instructor.

Survey of Latin American Art

Professor: **Susan Aberth**

Course Number: **ARTH 160**

CRN Number: **90061**

Class cap: **22**

Credits: **4**

Schedule/Location: **Tue Thurs 11:50 AM - 1:10 PM Fisher Studio Arts ANNEX**

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

Dura-Europos and the Problems of Archaeological Archives (Part 1)

Professor: **Anne Chen**

Course Number: **ARTH 318**

CRN Number: **90066**

Class cap: **15**

Credits: **4**

Schedule/Location: **Tue 12:30 PM - 2:50 PM Olin 301**

Distributional Area: **AA Analysis of Art**

Crosslists: **Classical Studies; Experimental Humanities; Human Rights; Middle Eastern Studies**

What silences do archaeological archives unintentionally preserve? In what ways do power and privilege influence the creation and shape of archaeological archives, and dictate who has access to them? How might new technologies help us begin to rectify inequities of access? Once called by its excavators the "Pompeii of the East," the ancient archaeological site of Dura-Europos (Syria) preserves evidence of what everyday life was like in an ancient Roman city. The site is home to the earliest Christian church building yet found, the most elaborately decorated ancient synagogue known to date, and testifies to the ways in which ancient religions and cultures intermingled and inspired one another. Yet since the start of the Syrian civil war in 2011, the site has been irreparably compromised for future archaeological exploration. More than ever, our knowledge and understanding of the site's ancient phases will depend almost entirely upon archival information collected in the course of archaeological excavations that took place 100 years ago when Syria was under French colonial occupation. In this hands-on practicum course focused on the case-study of this fascinating archaeological site, students will not only learn what we know of Dura-Europos as it was in antiquity, but will also think critically about issues central to the use and development of archival resources more generally. Coursework will center around firsthand engagement with data, artifacts, and archival materials from the site, and will allow students the opportunity to develop guided research projects that ultimately contribute toward the goal of improving the site's accessibility and intelligibility to users worldwide. The methods and critical perspectives explored in this class will be particularly relevant to students interested in exploring careers in GLAM (galleries, libraries, archives and museum) fields. AHVC distribution: Ancient.

Outsider Art

Professor: **Susan Aberth**

Course Number: **ARTH 353**

CRN Number: **90062**

Class cap: **15**

Credits: **4**

Schedule/Location: **Fri 12:30 PM - 2:50 PM Fisher Studio Arts ANNEX**

Distributional Area: **AA Analysis of Art**

Related interest: Human Rights, Psychology The term "Outsider Art" is a problematic umbrella under which are grouped a variety of difficult to categorize artistic practices. This class will first examine the use of terminology such as outsider, naïve, and visionary, as well as groupings such as art brut, folk art, art of the insane, and even popular culture. We will pursue relevant questions such as: what exactly are the criteria for inclusion in such categories, do art markets drive this labeling, how does this work function within the art world, are categorical borders crossed in order to fit the needs of exhibiting institutions, and finally how has Outsider Art impacted mainstream modern and contemporary art and are the dividing lines between the two still relevant? We will look at artwork produced within certain institutional settings such as mental asylums and prisons, as well as that produced by mediums, spiritualists and other "visionaries" working within what can be best described as a "folk art" category. Class size: 15

The Invention of Difference

Professor: **Tyler Archer**

Course Number: **CLAS 227**

CRN Number: **90088**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 11:50 AM - 1:10 PM Olin 201**

Distributional Area: **FL Foreign Languages and Lit D+J Difference and Justice**

From the Persian Empire, to Egypt, to Gaul, and ancient Judea, the literatures of the classical world were concerned with the representation of other peoples, places, and cultures. How did ancient writers think about difference? How did their conception of difference affect the ways in which they defined themselves? How do the ever-shifting boundaries of self and the so-called Other shape the meaning of literature in antiquity? What is the relationship between structures of power and the literature of difference, and how do both of these concepts factor into the reality of violence and conquest? This seminar will explore the invention of difference in antiquity in texts such as Aeschylus' "Persians and Suppliant Women", Euripides' "Hecuba and Trojan Women", Herodotus' "Histories", Aristophanes' "Acharnians", Plautus' "Captives", Caesar's "Commentaries on the Gallic War", and Josephus' "Jewish War". We will consider difference from several points of view: ethnicity, class, education, language, sexuality, and religious belief. We will also reflect on how our reading of ancient texts is informed by and can contribute to discussions of difference in other literatures and cultures, including our own. All readings will be in English translation.

Introduction to Econometrics

Professor: **Youssef Ait Benasser**

Course Number: **ECON 229**

CRN Number: **90326**

Class cap: **18**

Credits: **4**

Schedule/Location: **Tue Thurs 8:30 AM - 9:50 AM Olin 201**

Distributional Area: **MC Mathematics and Computing**

Crosslists: **Economics & Finance; Environmental & Urban Studies; Environmental Studies; Global & International Studies**

This course explores the tools economists use to summarize and interpret data. The first half of the course introduces the concepts of random variables, probability distributions, sampling, descriptive statistics and statistical inference. The second half of the course focuses on simple and multiple regression analysis. The emphasis is on acquiring a practical knowledge of econometric methods (theoretical foundations and advanced techniques are covered in Econ 329); students will learn how to

organize and analyze data, using Excel and STATA, and how to carry out an empirical research project. This course fulfills the statistical methods requirement for the economics major. Prerequisite: Economics 100, one other economics course, and Calculus I (which may be taken concurrently).

Documentary Production Workshop

Professor: **Fiona Otway**

Course Number: **FILM 278**

CRN Number: **90223**

Class cap: **12**

Credits: **4**

Schedule/Location: **Thurs 1:30 PM - 4:30 PM Avery Film Center 333**

Distributional Area: **PA Practicing Arts**

A video production workshop for students interested in social issues, reportage, home movies, travelogues and other forms of the non-fiction film. Working in both small crews and individually, the students will travel locally to a variety of locations to cover particular events, people and natural phenomena. A final project, that is researched, shot and edited during the second half of the semester, is required of each student. This production class fulfills a moderation requirement.

Queer Cinema

Professor: **Ed Halter**

Course Number: **FILM 337**

CRN Number: **90226**

Class cap: **12**

Credits: **4**

Schedule/Location: **Fri 10:10 AM - 1:10 PM Avery Film Center 217**

Screening: **Thurs 7:00 PM – 10:00 PM Avery 110**

Distributional Area: **AA Analysis of Art**

Crosslists: **Gender and Sexuality Studies**

Cross-listed: Gender & Sexuality Studies This course presents a critical examination of how queer identity has been explored on screen, from the silent era to recent times. Topics will include: the representation of gay, lesbian, bisexual and trans characters in classic Hollywood and European cinema; theories of camp, gender subversion, and other forms of articulating queer sensibility within historically heteronormative frameworks; the question of “positive images” and identity politics; the pioneering work of openly queer 20th century filmmakers; the role of cinema in activism around such issues as AIDS, feminism, and trans visibility; the central importance of queer artists in the history of avant-garde film and video art; and the mainstreaming of queer images in the 21st century. Filmmakers under consideration will include Chantal Akerman, Kenneth Anger, Dorothy Arzner, Sadie Benning, Jean Cocteau, George Cukor, Arthur Dong, Cheryl Dunye, Barbara Hammer, Todd Haynes, Rainer Werner Fassbinder, Su Friedrich, George & Mike Kuchar, Derek Jarman, Ulrike Ottinger, Yvonne Rainer, James Richards, João Pedro Rodrigues, Marlon Riggs, Werner Schroeter, Ryan Trecartin, Andy Warhol, John Waters, and Apichatpong Weerasethakul. This film history course fulfills a moderation/major requirement.

African Encounters and Contemporary Realities

Professor: **Lloyd Hazviney**

Course Number: **HIST 148**

CRN Number: **90246**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 11:50 AM - 1:10 PM Olin 205**

Distributional Area: **HA Historical Analysis**

Crosslists: **Africana Studies**

Modern Africa and its shifting contours of social, political and economic life has been shaped by its contested past. The class takes a chronological survey approach to the history of modern Africa. It examines the history of the continent from 1800, covering emotive themes which include slavery, colonialism, culture, decolonization and leisure. What was the impact of slavery in Africa, how did indigenous communities respond to and challenge colonial rule, how did Africans create meaningful lives under colonial rule? The course centers the lives of Africans as they navigated different historical processes as proactive actors with agency, and grapples with the enduring legacies of slavery and colonialism and their far-reaching implications in shaping contemporary realities.

Radio and Revolution in Africa

Professor: **Lloyd Hazviney**

Course Number: **HIST 379**

CRN Number: **90354**

Class cap: **15**

Credits: **4**

Schedule/Location: **Thurs 12:30 PM - 2:50 PM Olin 301**

Distributional Area: **HA Historical Analysis**

Crosslists: **Africana Studies**

This course revisits the history of Africa’s anti-colonial struggles by appreciating the specific role of radio as a media and as a technology from the 1930s to the 1990s. While the anti-colonial war was raging on the continent, a parallel war between colonial governments and revolutionary forces was unfolding in the airwaves. It was a struggle for the hearts and minds in which both parties used propaganda to garner support from the masses. The course uses war-time radio broadcasting as a window to examine the history of Africa’s liberation struggle. Bearing in mind the different African encounters with colonialism, the course uses specific country case studies and themes. Some of the themes include international solidarity, technology, exile, the Cold War, and propaganda. The course centers on African agency in using available technologies and resources to

contend with well-resourced and technologically superior colonial governments. At the end of the term, students will have a nuanced appreciation of the multiple arenas in which the anti-colonial wars on the continent were fought as well as the multiple small acts of resistance deployed by Africans to liberate themselves.

History of Globalization since 1300

Professor: **Victor Apryshchenko**

Course Number: **HIST 279**

CRN Number: **90333**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 11:50 AM - 1:10 PM Henderson Comp. Center 101A**

Distributional Area: **HA Historical Analysis**

How and why did globalization start? This course embarks on a historical exploration, guiding students through various epochs in search of a roots of Modern global world. This examination spans from the conquests of Chinggis Khan's armies in 13th-century Beijing and Baghdad through the sweeping impact of the Black Death across the Eurasian world to the trade-centric empires in the Atlantic and Indian basins, culminating in the neo-imperialistic influences of the United States, Soviet Union, China, and Western Europe during the late twentieth and early twenty-first centuries, and finishing on the phenomenon of contemporary global nomads and global pandemics. Studying the history of global connectivity, the inquiry delves into the question of whether earlier manifestations of globalization provide insights into our present era and seeks to elucidate the dynamics of historical and contemporary global divides. A multifaceted analysis of the various types of primary materials is employed to comprehend the myriad forces shaping global interactions, encompassing religious, economic, environmental, ideological, military, and political dimensions. The course's primary objective is to unravel the intricate interplay of factors that both united and fragmented the world over the last eight centuries. Special emphasis is placed on the pivotal role of empires, broadly construed, in shaping global connectivity. In collaborative endeavors, students will engage in weekly group-writing assignments centered on primary historical sources (written, visual etc.) fostering a deeper understanding of the course's thematic content. Finally, this course invites students to learn history of globalization globally. Facilitating global connectivity, it provides a platform for students to connect with peers across more than twenty locations spanning from Bangladesh to Lebanon, France to Nigeria, and Argentina to Afghanistan. Simultaneously undertaken by students in these various locations, the course encourages active participation through the exchange and sharing of ideas on the dedicated course Gallery site. This collaborative approach enables a dynamic cross-cultural dialogue, enriching the learning experience by fostering a global perspective on historical themes.

Human Rights Advocacy

Professor: **Thomas Keenan**

Course Number: **HR 105**

CRN Number: **90252**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 10:10 AM – 11:30 AM Barringer 104**

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

Crosslists: **Global & International Studies**

(HRP core course) This course offers an introduction to the history, theory, and practice of human rights advocacy. How and why do people make claims for human rights and denounce their violations, especially on behalf of others? We will explore a series of examples in which individuals and groups have spoken out, mounted campaigns, produced publications, and mobilized opinion, all while referring to a common humanity or notion of human rights. We will also ask how these mobilizations intersect with state power and the institutional organization of the contemporary international system. We will examine, in particular, the campaign to abolish the slave trade and the development of Amnesty International as two exemplary and foundational moments in the formation of transnational advocacy networks. We will also engage in the practice by joining in a human rights advocacy effort. We will be working with students at Bard's international partner institutions, and with the human rights organization Scholars at Risk (SAR), on a campaign to support (and at best, to liberate) detained Uyghur scholars in China. We will study the history and contemporary context of the Uyghur community, familiarize ourselves with efforts of SAR and Uyghur activists on this issue, and develop a collective contribution to the existing mobilizations around the fate of the detained Uyghur scholar Rahile Dawut. This class is a Network Collaborative Class, an Engaged Liberal Arts and Sciences course, and because it involves hands-on engagement with complex issues of freedom and discrimination fulfills the Difference and Justice requirement.

Introduction to Disability Studies

Professor: **Erin Braselmann**

Course Number: **HR 109**

CRN Number: **90544**

Class cap: **20**

Credits: **4**

Schedule/Location: **Mon Wed 3:30 PM – 4:50 PM Olin 301**

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

This course will serve as an introduction to disability studies as an interdisciplinary field. The intent is to provide an overview of different conceptions and construction of disability throughout society and how disabled people are affected by such. The course will take an intersectional approach in analyzing and critiquing social systems and manifestations of disability through critical disability theory. Specifically, the course will focus on the history of disability and the disability rights movement, medical and social models of disability, accessibility and accommodations, disability policy and the legal landscape,

representations of people with disabilities in culture, and more. Students will learn to think critically about disability in a variety of contexts. Students will also develop a better understanding of systems of power and oppression as they relate to disability and accessibility. Course readings may include, but not be limited to, works by: Judy Heumann, Alice Wong, Keith A. Mayes, Sonya Huber, Eli Clare, Simi Linton, Rosemarie Garland-Thomson, Robert McRuer, Matthew J. Wolf-Meyer, Jasbir K. Puar, David J. Connor, and Ronald J. Berger. Course content will include narratives, essays, articles, podcasts, and film or other media.

Dignity and the Human Rights Tradition

Professor: **Roger Berkowitz**

Course Number: **HR 235**

CRN Number: **90343**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 11:50 AM – 1:10 PM Reem Kayden Center 102**

Distributional Area: **MBV Meaning, Being, Value**

Crosslists: **German Studies; Philosophy; Politics**

(HRP core course) We live at a time when the claim to human rights is both taken for granted and regularly disregarded. One reason for the disconnect between the reality and the ideal of human rights is that human rights have never been given a secure philosophical foundation. Indeed, many have argued that absent a religiously grounded faith in human dignity, there is no legal ground for human rights. Might it be that human rights are simply well-meaning aspirations without legal or philosophical foundation? And what is dignity anyway? Ought we to abandon talk about dignity and admit that human rights are groundless? Against this view, human rights advocates, international lawyers, and constitutional judges continue to speak of dignity as the core value of the international legal system. Indeed, lawyers in Germany and South Africa are developing a “dignity jurisprudence” that might guarantee human rights on the foundation of human dignity. Is it possible, therefore, to develop a secular and legally meaningful idea of dignity that can offer a ground for human rights? This class explores both the modern challenge to dignity and human rights, the historical foundations of human rights, and modern attempts to resuscitate a new and more coherent secular ideal of dignity as a legally valid guarantee of human rights. In addition to texts including Hannah Arendt’s book, *The Origins of Totalitarianism*, we read legal cases, and documents from international law. This course satisfies the requirement for a core course in the Human Rights Program. This course also satisfies the Philosophy program’s Histories of Philosophy requirement. All philosophy majors are required to take two courses fulfilling this requirement, starting with the class of 2025.

Literatures of Human Rights: Post-1945

Professor: **Ingrid Becker**

Course Number: **HR 275**

CRN Number: **90344**

Class cap: **18**

Credits: **4**

Schedule/Location: **Tue Thurs 11:50 AM – 1:10 PM Olin 308**

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

Crosslists: **Global & International Studies; Literature**

(HR core course.) This course introduces students to the global history of literature and human rights since 1945, during a period in which such rights became more widely asserted and contested, threatened and gained. And while human rights are often, and importantly, read through legal documents and declarations—like the 1948 Universal Declaration of Human Rights—this class will complement and complicate political and juridical traditions of human rights by exploring the central ways in which human rights discourses have been addressed, defined and advanced through literary texts. We will begin with works that grapple with the Holocaust in Europe and move on to approach literature dealing with military dictatorships in Latin America and Southeast Asia, and Apartheid in South Africa. We will end by considering contemporary texts that confront issues of war in the Middle East, immigration and detention, and the treatment of refugees. Throughout the term, we will pose such questions as: what exactly are human rights, and how have they been allocated to particular groups and denied to others in different places and at different times? How can literature, alongside or as a challenge to state actors or NGOs, support human rights claims by appealing to feelings of empathy and collective recognition? What strategies do works of art use to bear witness to human rights violations, compel their audiences to act against injustice, and help victims heal? What are the possibilities and limits of the written word in the face of the inarticulable, and of aesthetic representation in the face of atrocity and trauma? In our search for answers, we will examine a range of literary genres, from memoir to the graphic novel and the photo essay, to drama and poetry, as well as accompanying theoretical pieces. Readings may include works by such authors as Hannah Arendt, Primo Levi, Art Spiegelman, Susan Sontag, Haing Ngor, Ariel Dorfman, Pablo Neruda, Augusto Boal, Antjie Krog, Solmaz Sharif, Anoud, Mark Nowak, and Behrouz Boochani.

Advocacy Video Clemency (Production)

Professor: **Thomas Keenan and Brent Green**

Course Number: **HR 321 A**

CRN Number: **90346**

Class cap: **18**

Credits: **4**

Schedule/Location: **Tue 12:30 PM – 2:50 PM Avery Film Center 117**

Distributional Area: **PA Practicing Arts D+J Difference and Justice**

Crosslists: **Experimental Humanities**

State governors (and the President) in the United States possess a strange remnant of royal sovereignty: the power of executive clemency, by which they can pardon offenses or commute the sentences of people convicted of crimes. They can do this to correct injustices, show mercy, or undo disproportionate punishments. Clemency doesn't just happen – it requires a lot of work on the part of the incarcerated person and his or her advocates. But there are almost no rules governing what a clemency appeal looks like, so there is significant room for creativity in how applicants present their cases. In this practical seminar we will join forces with a team of students at CUNY Law School and the human rights organization WITNESS to prepare short video presentations that will accompany a number of New York State clemency applications this fall. Proficiency with video shooting, editing, and an independent work ethic are important. Meetings with clemency applicants in prison are a central element of the class. This is an opportunity to work collaboratively with law students and faculty, to do hands-on human rights research and advocacy, and to create work that has real-life impact. The class will alternate between video production and the study of clemency and pardons, emotion and human rights, first-person narrative, and persuasion by visual means. Please submit a short statement describing your abilities in shooting and editing video, and your interest in criminal justice, by May 6th. There are no prerequisites, but we seek a class that includes filmmakers, analysts, and activists. This is an Engaged Liberal Arts and Sciences (ELAS) class.

Advocacy Video Clemency (Reading)

Professor: **Brent Green and Thomas Keenan**

Course Number: **HR 321 B**

CRN Number: **90356**

Class cap: **15**

Credits: **2**

Schedule/Location: **Tue 11:00 AM – 12:15 PM Avery Film Center 117**

Distributional Area: **PA Practicing Arts D+J Difference and Justice**

Crosslists: **Experimental Humanities**

State governors (and the President) in the United States possess a strange remnant of royal sovereignty: the power of executive clemency, by which they can pardon offenses or commute the sentences of people convicted of crimes. They can do this to correct injustices, show mercy, or undo disproportionate punishments. Clemency doesn't just happen – it requires a lot of work on the part of the incarcerated person and his or her advocates. But there are almost no rules governing what a clemency appeal looks like, so there is significant room for creativity in how applicants present their cases. In this practical seminar we will join forces with a team of students at CUNY Law School and the human rights organization WITNESS to prepare short video presentations that will accompany a number of New York State clemency applications this fall. Proficiency with video shooting, editing, and an independent work ethic are important. Meetings with clemency applicants in prison are a central element of the class. This is an opportunity to work collaboratively with law students and faculty, to do hands-on human rights research and advocacy, and to create work that has real-life impact. The class will alternate between video production and the study of clemency and pardons, emotion and human rights, first-person narrative, and persuasion by visual means. Please submit a short statement describing your abilities in shooting and editing video, and your interest in criminal justice, by May 6th. There are no prerequisites, but we seek a class that includes filmmakers, analysts, and activists. This is an Engaged Liberal Arts and Sciences (ELAS) class.

Housing Justice

Professor: **Kwame Holmes**

Course Number: **HR 376**

CRN Number: **90348**

Class cap: **15**

Credits: **4**

Schedule/Location: **Tue 3:10 PM – 5:30 PM Olin 306**

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

Crosslists: **American & Indigenous Studies**

Students in this course will continue work begun in HR278: A Human Right to Homes/Homelessness. Students will divide into teams to build and execute strategy for: 1. Lobbying City of Kingston and Ulster County governments for improved living conditions in publicly managed emergency housing shelters. 2. Organizing with residents of Kingston public housing projects to defend against eviction and displacement. 3. Working with audio engineers at Radio Kingston and filmmakers with Hudsy TV and critical geographers to record and map the hidden narratives of housing insecurity in Kingston. Teams will meet with community and political collaborators outside of class.

The Middle Sea: Mediterranean Encounters in Italy

Professor: **Franco Baldasso**

Course Number: **ITAL 319**

CRN Number: **90105**

Class cap: **15**

Credits: **4**

Schedule/Location: **Tue 3:10 PM - 5:30 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, cinema and visual culture able to destabilize acquired assumptions on identity, migration, gender and exile, from Dante and Boccaccio to Elsa Morante, Pier Paolo Pasolini, Carlo Levi and Igiaba Scego, with a particular focus on Mediterranean writers and filmmakers working in Italy – and in Italian – today or in recent times, such as Predrag Matvejevic, Alessandro Spina (Basili Shafik Khouzam), Wissal (Wii) Houbabi, Djara Kan, and Ferzan Özpetek.

Telling Stories about Rights

Professor: **Thomas Bartscherer**

Course Number: **LIT 2509**

CRN Number: **90296**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 3:30 PM - 4:50 PM Olin 305**

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

Crosslists: **Human Rights**

(HR core course.) What can fiction tell us about human rights? And what can we learn about fiction and literature by focusing on themes of justice and injustice, suffering and struggle, oppression and resistance? This course will focus on a wide range of fictions, from a variety of writers and filmmakers with different backgrounds and from different parts of the world, that tell compelling stories about individual rights and communal experiences of justice and injustice. We will look at the ways in which literary forms can present and interrogate universalizing claims, and how themes such as political oppression, forced migration, disenfranchisement, racism, poverty, and lack of access to education and health care can affect the dignity of all humans. Readings may include: Sophocles' *Antigone*; Guterson's *Snow Falling on Cedars*; Otsuka's *When the Emperor Was Divine*; Nottage's *Sweat*; Camus' *The Plague*; *The Island* by Fugard, Kani, and Ntshona; and Mukasonga's *Cockroaches*. Film screenings may include *The Battle of Algiers* (Gillo Pontecorvo), *Hotel Rwanda* (Terry George), and *This is not a Film* (Jafar Panahi). In addition to literary analysis, students will conduct and present original research on contemporary forms of storytelling in relation to human rights. This course fulfills the Difference and Justice distribution requirement because we read texts from a range of different geographical, cultural, and ethnic contexts that explore, among other things, themes of citizenship status, class, race, ethnicity, gender, nationality, and socio-economic background.

Irish Writing and the Nationality of Literature

Professor: **Joseph O'Neill**

Course Number: **LIT 3045**

CRN Number: **90306**

Class cap: **15**

Credits: **4**

Schedule/Location: **Mon 12:30 PM - 2:50 PM Olin 303**

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

Crosslists: **Irish and Celtic Studies; Written Arts**

Students will read so-called Irish writing as a means of investigating the general notion that literary texts may possess the attribute of nationality. How is 'Irishness' to be located in a text? What is the function of the term 'Irish' when applied to a piece of writing? In what ways does the idea of 'nationality' (or 'ethnicity' or 'community') connect the literary, juridical, and political realms? What does artistic discourse have to do with political ethics? What might a post-national literature involve? Students may read artistic work by (inter alia) Jonathan Swift, Maria Edgeworth, Oscar Wilde, Somerville and Ross, Bram Stoker, W.B. Yeats, James Joyce, Elizabeth Bowen, Flann O'Brien, Samuel Beckett, Brian Friel. Theoretical work by (inter alia) Rudolf Rocker, John Rawls, Noam Chomsky, and Benedict Anderson will be touched on. Students will produce two works of creative writing for the midterm and final papers. This course fulfills the D + J requirement because it examines the formation of group identity, in particular the concepts of sameness and otherness that underwrite the formation of nationhood.

Improvisation: Social Science

Professor: **Whitney Slaten**

Course Number: **MUS 251**

CRN Number: **90044**

Class cap: **20**

Credits: **4**

Schedule/Location: **Wed Fri 11:50 AM - 1:10 PM Blum Music Center N210**

Distributional Area: **SA Social Analysis**

Crosslists: **Africana Studies; American & Indigenous Studies; Anthropology; Experimental Humanities**

How does improvisation operate as social research? What does it mean to improvise? How do not only musicians, but also people in everyday life, and broader social structures, improvise with one another? How can critical improvisation studies shift our recognition of the phrase "jazz studies" from a noun to a declarative statement? This course provides an introduction to improvisation studies both within and beyond music. Students will read, present, and discuss scholarship about improvisation while considering examples that reveal the collective choices of individuals and groups who pursue various opportunities over time. Lectures and demonstrations will focus on how such examples outline "new" methodologies for qualitative social research. This course will culminate in a paper that explores how improvisational techniques in music can inform poststructural ethnographic research.

Introduction to Philosophy: Philosophy and/of Education

Professor: **Seth Halvorson**

Course Number: **PHIL 154**

CRN Number: **90257**

Class cap: **22**

Credits: **4**

Schedule/Location: Mon Wed 10:10 AM - 11:30 AM Henderson Comp. Center 106

Distributional Area: MBV Meaning, Being, Value

This course is an introduction to Philosophy and Education and perennial questions regarding the purposes, methods, and problems of philosophy, education, and life. Is education central to a good life? How and why? What is education? The course will study the dynamics between selves in formation, institutions, and society and explore the ways that education can be a catalyst for change and also reproduce social hierarchies and inequalities. What is Liberal Education and what is college about? How can educational policy issues be understood philosophically? We will explore theories of teaching and learning, alternative and radical philosophies of education, the moral and political status of youth, and the connections between culture, technology, and education. The course will focus on the ways in which core values and virtues like knowledge, wisdom, justice, belonging, freedom, individuality, and citizenship define political, academic, legal, and moral norms of education. What does it mean to be educated and how does education shape our identities? Who should define knowledge, and how it is taught? Who should control education? The course will draw from a wide range of classical and contemporary works in philosophy, as well as film, art, music, and literature, to try to answer the most fundamental of questions: How should we understand the formation of the self?

Gender and The Politics of National Security

Professor: Christopher McIntosh

Course Number: PS 206

CRN Number: 90370

Class cap: 22

Credits: 4

Schedule/Location: Mon Wed 11:50 AM - 1:10 PM Henderson Computing Center 106

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

Crosslists: Gender and Sexuality Studies; Global & International Studies

This course will introduce students to major theories and issues concerning gender and international security affairs. We will begin by examining the interdisciplinary literature on gender theory and applying its insights to international politics. What does it mean to conduct a “gendered analysis” of global affairs? How do gendered discourses produce our understanding of what is and is not understood as a national security problem? Why has traditional security studies failed to incorporate gender into its analysis? Then, we apply these theoretical frameworks to important security issues such as, the cultural effects of nuclear weapons, the targeting of civilians during armed conflict, sexual violence in war, torture and the war on terrorism, nationalism and the state, human security and development, and post-conflict societies, to name a few. Throughout, the gendered nature of security issues will be explored from multi-disciplinary perspectives drawn from anthropology, sociology, philosophy, politics and rhetoric in order to highlight the complex interconnections among states, societies and individuals. Historical and contemporary case studies will be drawn from a number of countries across the globe. In reexamining key concepts in the study of international politics—namely, sovereignty, the state and insecurity—this course has two goals. First, to expose how gendered discourses of security that focus on the state render invisible a multitude of threats to individual security. Second, to question the role of the state as a security provider by highlighting the insecurities individuals and societies experience as a consequence of state-centered national security policy.

Tribalism and Cosmopolitanism

Professor: Roger Berkowitz and Jana Mader

Course Number: PS 250

CRN Number: 90365

Class cap: 30

Credits: 2

Schedule/Location: Tue 9:10 AM - 11:30 AM Henderson Comp. Center 106 (Sept2 – Oct 29)

Distributional Area: MBV Meaning, Being, Value

Crosslists: Human Rights; Philosophy

The rise of tribalist and populist political movements today is in part a response to the failure of cosmopolitan rule by elites around the world. Cosmopolitanism names a delocalized politics, one that often aims at a world citizenship and world government. At its best, cosmopolitanism embraces plurality and difference and insists that we can live together with people and peoples amidst our differences. Such cosmopolitan politics is deeply suspicious of tribalism and tribal nationalisms, movements that lead celebrate ethnic homogeneity. At the same time, cosmopolitanism can be itself a tribalism, a belief in the superiority of those who are citizens of the world and reject local and particular identities. Cosmopolitans may suffer from the loss of common sense connections that are part of living with and amidst one's tribe, be the tribe religious, ethnic, or spiritual. There is a way that cosmopolitans strive to deny an essential human need, the need to be part of a tribe, the need for belonging at a deep and palpable level. We see the rise of tribalist politics all around us in the MAGA movement as well as in the rise of identity politics. In the Middle East, the Balkans, and Northern Ireland, tribalism defines the conflicts that upend our world. It is a basic fact that tribalism is something we both crave and fear. This two-unit course is taught in conjunction with the 2024 Hannah Arendt Center Conference, "Tribalism and Cosmopolitanism: How Can we Re-Imagine a Pluralist Politics." We will read basic texts on cosmopolitanism and also books and essays by many of thinkers who will speak at the conference, including Sebastian Junger, Amy Chua, Hannah Arendt, Immanuel Kant, Seyla Benhabib, and others. We ask: If humans are tribal beings, how can they live in multicultural liberal societies? Are experts and elites themselves simply one tribe defending their self-interests? What is a tribe and is it a useful word in our political vocabulary? Above all, we ask, how can we make a space for tribal loyalty and tribal meaning while at the same time maintain our commitment to pluralist politics? *This 2 credit class meets from the beginning of the semester through October.*

Civic Knowledge and Social Change

Professor: **Bill Dixon**

Course Number: **PS 266**

CRN Number: **90367**

Class cap: **22**

Credits: **2**

Schedule/Location: **Mon Fri 1:30 PM – 2:50 PM Olin 201 October 2 – December 20**

Distributional Area: **SA Social Analysis**

Democracy is more than a form of government; it is also a way of knowing, experiencing, and changing the world. But what kinds of citizen-knowledge might best drive and sustain social change? In this intensive introduction to the core elements of US government and politics, we will rethink American democracy from the perspective of a critically engaged citizenry. We will consider the roles played by constitutional and governmental structures, political parties, interest groups, public opinion, media, and social movements in shaping the present state of democracy in the US. We also reflect upon the diverse ways in which knowledge about politics is claimed and contested – in the arts, in the social sciences, in journalism, and in religion, among other modes of cultural and individual life. The course will also include guest speakers and offer opportunities for civic engagement around the 2024 elections.

Psychology of Well-Being

Professor: **Jim Hobbs**

Course Number: **PSY 106**

CRN Number: **90190**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 3:30 PM - 4:50 PM Olin Language Center 208**

Distributional Area: **SA Social Analysis**

This course emphasizes an academic and experiential exploration of well-being. All aspects of the human experience will be examined, including cognitive, behavioral, emotional, interpersonal and developmental. We will draw on literature from both classic and emerging areas of psychology, including humanistic/existential, positive psychology, and other perspectives. The class will seek to understand and apply the work of Jon Kabat-Zinn, Jack Kornfield and others who are integrating mindfulness and a variety of Buddhist concepts into mainstream psychology. We will also weave current research on the neuroscience of well-being into these topics. The social realm will be explored through the study of attachment styles, relational skills and stereotypical thinking. While the course is focused on the theories and research of science, it will embrace both literature and art as symbolic of the search for meaning and fulfillment. Students will be encouraged to identify opportunities for change and growth during the semester. An essential theme of the class is to foster a safe and cohesive learning environment by respecting each students' level of comfort and means of self-expression.

Hinduism, Hindutva, Hindu Nationalism

Professor: **Nabanjan Maitra**

Course Number: **REL 363**

CRN Number: **90352**

Class cap: **12**

Credits: **4**

Schedule/Location: **Wed 3:30 PM – 5:50 PM Olin 310**

Distributional Area: **MBV Meaning, Being, Value D+J Difference and Justice**

Crosslists: **Asian Studies; Human Rights; Politics**

This course explores the twinned genealogy of Hinduism and Hindu nationalism as two categories of modern India. We focus on these overlapping discourses as they emerge out of colonial regimes of governance and knowledge production. In our explorations, we challenge the conventional view that Hinduism marks the domain of private, or communally circumscribed, religious practice whereas Hindu Nationalism marks the attempt to wrench the religious from its private domain and entrench it in the public domain of political practice. Invoking the third or middle term, Hindutva, we examine how indigenous thinkers have theorized religious nationalism, grounding this conception in a deep history of difference and violence. Thus, we note how, beginning in the nineteenth century, Hindutva developed as notion of the nation predicated upon purifying violence, conceptualized as a necessary precondition to nationhood.