

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>

A Lexicon of Migration

Professor: **Jeff Jurgens**

Course Number: **ANTH 224**

CRN Number: **10176**

Class cap: **18**

Credits: **4**

Schedule/Location: **Tue Thurs 10:10 AM - 11:30 AM Olin 304**

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

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

(HRP 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 the history of migration from local, national, and global perspectives, with particular emphasis on the economic and political developments that have produced specific forms of mobility in the Americas, Europe, and the Middle East. 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. It also encourages students to examine how migration experiences have been, and will continue to be, inflected by differences of race, nationality, ethnicity, gender, sexuality, class, religious affiliation, (dis)ability, and legal status. A Lexicon of Migration is an OSUN Network Collaborative Course that will encourage cross-campus work with similar courses at Al-Quds Bard and Bard College Berlin.

Subjectivity of Control—Architecture and Toxic Legacies (Planetary Practice DSS)

Professor: **Farah Alkoury**

Course Number: **ARCH 221**

CRN Number: **10650**

Class cap: **12**

Credits: **4**

Schedule/Location: **Tue 10:10 AM - 1:10 PM Achebe Flex Space 1**

Thurs 10:10 AM - 12:10 PM Achebe Flex Space 1

Distributional Area: **PA Practicing Arts**

Crosslists: **Environmental & Urban Studies; Experimental Humanities; Human Rights**

In times of war, what architectures are subject to erasure, and why? How are war ecologies concealed, transformed, or repurposed? And to what extent does the toxic legacy of war spread? This course explores the proliferation of toxicity across territories like Puerto Rico and Iraq as a lens to understand the architecture of toxic flows and forms of control that render multiple territories as contingency sites. Students will research sites, buildings, and critical infrastructures subject to erasure through occupation, militarization, colonialism, and toxic contamination. Through drawing, analysis, and mapping at multiple scales and temporalities, students will investigate spatial subjects, focusing on the architectures in which occupation and violence are enacted, and examining how altered environments are experienced by those most vulnerable to climate change. Architecture and design will be understood as tools for decolonial practice and design activism. Through design transitions, we will seek to render legible the entanglements of militarism and ecologies, marked by the proliferation of toxicity, environmental diplomacy, and the residues of violence. Methodologies include 3D modeling, data mining, cartographic representation, geolocation, mapping, renderings, and visual and audio compositions. The course culminates in the creation of a video essay that synthesizes these explorations, employing architectural representation as means for advocacy and public dissemination. Prerequisite: ARCH 211

Buildings as Traps: The Architecture and the Debate around Sex Work

Professor: **Chong Gu**

Course Number: **ARCH 227**

CRN Number: **10655**

Class cap: **15**

Credits: **2**

Schedule/Location: **Mon 3:30 PM - 6:30 PM Garcia-Renart House STUDIO**

Distributional Area: **AA Analysis of Art D+J Difference and Justice**

Crosslists: **Human Rights**

This half-semester elective introduces spaces around sex work of the 21st century, tracing them both as sites of criminalization and of rehabilitation alike. These contested sites—both sanctuaries for the survival of sex worker communities and/or infrastructures of entrapment by law enforcement agents—are examined through architectural scholarships, ethnographies, documentaries, and oral histories. Through a series of seminars and guided case study exercises, students will analyze a heterogeneous set of buildings and sites throughout the U.S. to confront this debate, ranging from migrant reception centers and anti-trafficking rehabs to massage parlors and hostess bars, among others. The course includes readings by Kamala Kempadoo, Elena Shih, Anooradha Siddiqi, Eva Hayward, and analyses of architectural sites by Ersela Kripa & Stephen Mueller, Jingru Cheng, Canal Street Research Association. In addressing the multiple voices that often conflate choice and coercion through the lens of architecture, the course aims to recontextualize sex work criminalization as a

complex urban predicament affecting a multi-racial, multi-gendered, and multi-generational coexistence. Over the course of half a semester, students will accumulate the case study exercises into a qualitative survey with both written and visual components on the architecture and the transient inhabitation of sex work.

The Courage to Be: The Ancient Hebrew Prophets

Professor: **Joshua Boettiger**

Course Number: **CC 108 B**

CRN Number: **10119**

Class cap: **15**

Credits: **4**

Schedule/Location: **Mon Wed 10:10 AM - 11:30 AM Olin 304**

Distributional Area: **MBV Meaning, Being, Value SA Social Analysis**

Crosslists: **Jewish Studies; Study of Religions**

The classical period of Hebrew prophecy (8th century to 5th century BCE) yielded/inspired an extraordinary range of literature. While these prophetic works differ in many respects, much of it is consistent in terms of depicting the prophet as someone who embodies courage – especially in bringing their understanding of God to bear as a social and political critique. This course will explore some of these startling and powerful prophetic accounts – especially the books of Amos, Jeremiah, and the earlier saga of Elijah detailed in 1 Kings – in their historical contexts. Reading the prophets through the lens of courage, we will examine the phenomena of calling and covenant, the theology and philosophy of pathos, and look together at conflicting definitions of justice. Our core text will be Abraham Joshua Heschel's *The Prophets*, though as the semester progresses we will expand outward to think about the prophetic impulse in modern contexts, including in the subsequent development of Judaism and Christianity, and also in the contemporary poetry of Ilya Kaminsky, C. D. Wright, and Chris Abani. This course includes lectures, dinners, and other activities undertaken in common with the other sections of this Common Course.

The Courage to Be: Courage in the Universities

Professor: **Maxim Botstein**

Course Number: **CC 108 C**

CRN Number: **10120**

Class cap: **15**

Credits: **4**

Schedule/Location: **Mon Wed 11:50 AM - 1:10 PM Olin 303**

Distributional Area: **HA Historical Analysis MBV Meaning, Being, Value**

Crosslists: **German Studies; Philosophy**

What are the responsibilities of educational institutions and their members in times of political or social crisis? What are the forms that spiritual or intellectual courage (and cowardice, opportunism, and human frailty) take in such a context, and what relationships do thought and action, intellectual rigor and moral virtue, have to each other? This course will explore these questions, and others like them, by examining the history of German and American universities from the 1930s to the 1960s. We will look at the response of German academics to Nazism in the 1930s and 1940s, and of Americans to McCarthyism and the Student Movement in the 1950s and 1960s. We will read the works of thinkers like Hannah Arendt, Paul Tillich, Martin Heidegger, Karl Jaspers, William F. Buckley Jr., and Sidney Hook with an eye towards the context which shaped their thought and philosophy, as well the writings of less well-known students and scholars who grappled with the same difficult questions, and helped shape modern higher education. This course includes lectures, dinners, and other activities undertaken in common with the other sections of this Common Course.

The Courage To Be: Black Contrarian Voices

Professor: **Thomas Williams**

Course Number: **CC 108 E**

CRN Number: **10122**

Class cap: **15**

Credits: **4**

Schedule/Location: **Tue Thurs 3:30 PM - 4:50 PM Olin 306**

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

Crosslists: **Africana Studies; Human Rights; Literature**

Though many racists and anti-racists engage and portray "black" thinking and sensibility as homogenous, for as long as there has been a tradition of black thought in America there has also been a robust and formidable thread of contrarianism and heterodoxy to defy it—even to deny there is such a thing as "blackness" (or whiteness, for that matter) to begin with. It has become a cliché to pay lip service to the notion that "blackness is not a monolith," and yet so many of us continue to speak and act as if it were. In this common course, which will be comprised of shared texts as well as the work of iconoclastic and independent black thinkers—from Zora Neale Hurston, Albert Murray and Ralph Ellison to Barbara Fields, James Baldwin and Adrian Piper—we will examine the question of what it means to create and define the self in a shared world that too often imprisons us all in ready-made categories. We will explore the tension between the courage-to-be-with and the courage-to-be-apart, specifically focusing on the idea of acting in common and the intellectual and moral courage it takes to stand alone and the price of prioritizing self-authenticity over consensus and group cohesion. This course includes lectures, dinners, and other activities undertaken in common with the other sections of this Common Course.

Reframing Reality

Professor: **Fiona Otway**

Course Number: **FILM 315**

CRN Number: **10634**

Class cap: **12**

Credits: **4**

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

Distributional Area: **PA Practicing Arts**

How can documentary filmmaking open a portal for learning about ourselves and the world we live in? This advanced production course is designed as a laboratory to explore curiosities, complexities and conundrums. We will use documentary filmmaking as a means to articulate provocative, nuanced, juicy questions about how the world works and what it means to be human. In the process, we will interrogate how power is embedded in authorial voice, question how documentary grammar can be used to subvert or reify metanarratives, probe the relationship between form/content and process/end product, examine the intersection of filmmaking and social justice, challenge our own assumptions and the assumptions of others. We will use filmmaking exercises, field research, writing, theoretical readings, screenings, critiques, and class discussions to build creative muscles. Skills and ideas introduced in "FILM 278: Documentary Production Workshop" will be expanded and deepened through the completion of a more ambitious documentary project developed over the entire semester. All students must have completed one Film History/Criticism/Theory course and Intro to Video (or the equivalent) prior to taking this course. This production class fulfills a moderation requirement.

Wars of Religion

Professor: **Tabetha Ewing**

Course Number: **HIST 2035**

CRN Number: **10210**

Class cap: **18**

Credits: **4**

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.

Herstory: Women in African History

Professor: **Lloyd Hazviney**

Course Number: **HIST 215**

CRN Number: **10208**

Class cap: **18**

Credits: **4**

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

Distributional Area: **HA Historical Analysis**

Crosslists: **Africana Studies; Gender and Sexuality Studies; Global & International Studies**

The history of Africa has largely been told through the lens of the rise and fall of empires and states as well as the exploits of big men such as kings and emperors. This course adds to existing knowledge by taking a deliberate bias towards the contributions of women in the areas of, for example, health and healing, food systems, economies, environmental conservation, and military organizations. Focusing on the period from the precolonial through the present, the course will take a thematic survey approach and will be taught using a combination of primary sources, films, and published material.

The Fugitive's Asylum

Professor: **Tabetha Ewing**

Course Number: **HIST 3107**

CRN Number: **10214**

Class cap: **15**

Credits: **4**

Schedule/Location: **Wed 5:10 PM - 7:30 PM Olin 305**

Distributional Area: **HA Historical Analysis**

Crosslists: **French Studies; Human Rights**

This picaresque history studies letters that exile, flights of fugitives, asylum, and rendition. It covers the period from the rise of European states (when rulers effectively kidnapped their subjects from foreign territories) to the birth of the modern extradition system. Lone individuals, caught up in the competition between states, contributed unwittingly to the invention of national borders, international policing, and modern international law. The primordial freedom of the individual confronts sovereign jurisdiction—on foreign ground. Thus, extradition is always an encroachment on some body's sovereignty. Runaway wives,

fugitive slaves, dissident pamphleteers, and an anti-imperial revolutionary are among the cases we study. Prerequisites: European history, Theories of Justice, International Relations, or History of Punishment.

Total Recall: Memory-Studies Seminar

Professor: **Victor Apyrshchenko**

Course Number: **HIST 385**

CRN Number: **10213**

Class cap: **15**

Credits: **4**

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

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

Crosslists: **Africana Studies; Human Rights**

The objectives of Memory-studies seminar are to introduce students to research methods in collective memory studies that they can apply to their own storytelling capacities and their research practice. MSS explores qualitative methodologies practiced by various disciplines including history, anthropology, social and political sciences to research mechanisms of reproducing narratives of the past. Course readings will incorporate the theoretical works about collective memory by Maurice Halbwachs about collective frames of memory; Pierre Nora on lieu de memoir; Jeffrey C. Alexander about collective/cultural traumas; Aleida Assmann on transformations of the Modern Time regime as well as works on decolonizing history through new methods of memory-studies by Jill Lepore, Gabriela De Lima Grecco and Sven Schuster; essays on using photography narratives in contemporary war-studies by Jeremy Adelman; and miscellaneous case-studies on using of oral history methods in contemporary humanities and social science.

Children's Rights

Professor: **Helen Epstein**

Course Number: **HR 261**

CRN Number: **10224**

Class cap: **18**

Credits: **4**

Schedule/Location: **Tue Thurs 1:30 PM - 2:50 PM Reem Kayden Center 102**

There will also be three special online sessions with students from other campuses on Wed Feb 12, 26 and Mar 5 at 8:30 AM - 10:00 AM

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

Crosslists: **Africana Studies; Gender and Sexuality Studies; Global & International Studies**

(HRP core course) This Open Society University Network Course explores children as the subjects of government action and agents in their own right. Children are both specifically vulnerable and highly symbolic figures, requiring extra protection and lending themselves to specific kinds of policy and advocacy. We will explore the meanings of children's rights in local and international contexts, and the challenges of promoting and protecting them, whether they pertain to health, education or care. Students will become familiar with the fundamental international conventions and organizations dedicated to children's rights, including the Convention on the Rights of the Child (CRC) and UNICEF. In addition to Bard-Annandale, the other partner schools will be Bard-Berlin and Al Quds-Bard. Everyone will meet online four times during the semester for joint lectures, presentations and other activities, including collaborative work on an NGO-style report aimed for submission to the Committee on the Rights of the Child (or Unicef) review process. Other important information: In addition to the regular T/Th afternoon in-person meetings, students are also required to attend three online plenary sessions with students from the other campuses. These will be held at 8:30-10am on the following Wednesdays: Feb 12, Feb 26 and Mar 5. Class will not be held on Thursdays following these sessions (Feb 13 and 27 and Mar 6).

Law of Police

Professor: **Peter Rosenblum**

Course Number: **HR 264**

CRN Number: **10218**

Class cap: **20**

Credits: **4**

Schedule/Location: **Mon Wed 3:30 PM - 4:50 PM Olin 201**

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

Crosslists: **Politics; Sociology**

(HRP Core Course) In recent years, there has been increased attention to the problems of policing, highlighting persistent abuses – particularly against African Americans – and proposing solutions. But the emerging movement to reform (or transform) policing has faced 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 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 (and prudence may prevent you from even considering it). 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. It provides an introduction to the role of the Constitution, courts, and the interaction of federal, state and local law with respect to police. The course builds on work by sociologists, criminologists and legal scholars, including Loic Wacquant, William Stuntz and Egon Bittner, as well as the work of contemporary historians and scholars of policing, including Tracey Meares, Joanna Schwartz, and Rachel Harmon. After the theoretical and historical introduction, the class will focus on several themes including: street encounters ('stop and frisk'), search and seizure, interrogations, use of force and efforts to hold police accountable. Race, racism and the role of Black Lives Matter will feature throughout. The case studies will include video and audio of police encounters as well as court decisions,

contemporary legal analyses and work of advocacy organizations confronting police. Students will be responsible for preparing a timeline of police 'reform' for a particular city and a final project that explores some aspect of that reform in detail. This course was developed as 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.

Immigrants Among Us: The Rights of Non-Citizens

Professor: **Peter Rosenblum and Danielle Riou**

Course Number: **HR 274**

CRN Number: **10219**

Class cap: **18**

Credits: **4**

Schedule/Location: **Tue Thurs 11:50 AM - 1:10 PM Olin 306**

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

Crosslists: **American & Indigenous Studies; Global & International Studies; Politics; Sociology**

In the US, rights tend to be understood in relation to citizenship. But what happens to the millions of non-citizens, legal or unauthorized, who come to the country to work or seek refuge? At a time when the Federal Government has radically limited legal pathways, ramped up border enforcement and stigmatized immigrants of all kinds, their already limited rights are under increasing threat. This course will explore the contested rights of non-citizens in American society, the tensions and contradictions that are built into the concept of 'citizen', and the struggles of noncitizens to assert their rights. We will start with (i) an historical and theoretical exploration of citizenship, and (ii) an examination of recent developments in immigration enforcement. We will then turn to (iii) an analysis of contemporary non-citizen struggles and campaigns, including the struggle for "Dreamers" (DACA), access to education, drivers licenses and labor rights. The remainder of the class will be devoted to the legal struggles faced by recent arrivals applying for asylum or seeking temporary protective status. In addition to legal and sociological scholarship, films and podcasts, the assignments will include case studies of campaigns across the country and meetings with the strategists involved in those campaigns. Students will have the option of participating in the ongoing collaborations with local legal services operations representing non-citizens, as part of the class. Students interested in devoting more time to legal support work for immigrants may take an additional two credits through the associated tutorial.

Reproductive Health and Human Rights

Professor: **Helen Epstein**

Course Number: **HR 354 OSU**

CRN Number: **10225**

Class cap: **15**

Credits: **4**

Schedule/Location: **Mon 9:00 AM - 11:20 AM OSUN Online Class**

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

Crosslists: **Africana Studies; Gender and Sexuality Studies; Global & International Studies; Global Public Health**

Centuries ago, a radical shift in attitudes and norms concerning sexual, reproductive and family life began spreading from one society to another. 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 causes and consequences included political turmoil, personal and romantic upheavals, intellectual and artistic movements, the spread of diseases like syphilis and AIDS and new ideas about self and identity. This Online Open Society University Network course will explore how individuals, groups and governments have responded, and continue to respond, to these changes through policy and social movements related to population, contraception, sexually transmitted diseases, sex work and sex trafficking, maternal mortality, abortion, gender violence and other issues. The course will draw on case studies from around the world that illustrate both how discrimination and exclusion worsen reproductive health problems and even create new ones, and how positive advances in health and rights have come about.

Memory and the Guilt Environment

Professor: **Valentina Rozas-Krause**

Course Number: **HR 390**

CRN Number: **10575**

Class cap: **15**

Credits: **4**

Schedule/Location: **Wed 10:30 AM - 1:00 PM Center for Curatorial Studies**

Distributional Area: **AA Analysis of Art D+J Difference and Justice**

Since the city's reunification in 1989, Berlin has intertwined its urban renewal with landscapes of reconciliation and commemoration. The "New Berlin" that politicians and city authorities imagined in the 1990s, after the Wende (or Fall of the Berlin Wall), was to be forged by international investment, materialized in high-profile commissions to "starchitects," alongside preservation and memorialization of the city's past, often seen through the seemingly inevitable lens of the Holocaust, and more recently Colonialism. Yet the relationship between developing a European metropolis and preserving sites of memory is troubled: projects throughout the city reveal how these ideas are reshuffled under the pressures of tourism, apology, foreign investment, and local activism. This makes Berlin the archetype of the contemporary guilt environment. This seminar invites students to analyze, criticize, represent, and reimagine the form that memory and commemoration take in Berlin, as well as other cities across the world, by asking how existing landscapes work and what new commemorative interventions might be necessary? The course reconsiders Berlin's commemorative landscape as a model for thinking about urban memory beyond Germany, particularly focusing on cases in Latin America. It looks not just at the Holocaust, but also at Berlin's role as an imperial capital of the 19th century, a Cold War divide, a site of reconciliation, and immigration, all intricately bound up in

urban change and development. As a way of coming to know the guilt environment through time, students will work on assignments as diverse as urban and architectural proposals, scholarly, literary or photographic essays; graphic novels; films; and sound pieces. They will then choose a site to propose a memorial intervention, again in any number of formats. Readings will range from scholarship on memory, commemoration, trauma and atrocity, and more specific readings on Berlin, Windhoek, Buenos Aires, Santiago and more. As a final project, we hope to collaborate on a multimedia guide to the “guilt environment.” What “vision” does Visual Studies hold for the proliferation of extra-visual artworks that comprise both its histories and futures? How are “images” produced beyond the notion of sightedness? How might we deform social spaces that continually segregate audiences along an axis of dis/ability? What might incapacity and nonlocality offer art and artworks in dislodging the specificity of both site and sight? What happens at the specifically visual limit of surveillance amid racial global capital? This course surveys the field of cultural production and art historical works that have resisted the forms and primacy of ocularcentrism, while seeking to elaborate strategies in accessibility – often latent to production by D/deaf, Blind, and Disabled artists – for all audiences. Concepts will move with and through hapticality, pathology, contagion, heritability, reproduction, reparation, debt, speculation, spectrality, prematurity, death, and social life as theorized in Aesthetic theory, Black Studies, Queer & Trans Studies, Disability Studies, Performance Studies, Sci-fi, and Quantum Theory.

Documents/Monuments/Memory

Professor: **Franco Baldasso**

Course Number: **LIT 277**

CRN Number: **10334**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 3:30 PM – 4:50 PM Olin 205**

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

Crosslists: **Art History and Visual Culture; Human Rights; Italian Studies**

The wave of protests against monuments of Europe’s and America’s colonial, imperialist and racist past – from the defacement of Christopher Columbus statues in the United States to the attacks on the monuments of Edward Colston in England – ignited a thorough reconsideration of how national and local communities commemorate their past and select their shared memory. These controversial events also radically disputed how public institutions such as museums and universities engage with archives and production of knowledge. They also highlighted the role of literature and visual arts both as repositories of individual and collective memory and as pivotal sites for challenging historical forgetting. By providing a contextual and theoretical assessment on modern studies of memory, on the impulse to document every aspect of our lives, and on the role of monuments in shaping our political imagination, the course addresses the profound dialogue between written and visual arts in approaching these questions. The course investigates how written and visual arts challenge shared memory and consoling national narratives pursuing awareness of historical justice and actively promoting a multi-cultural society. In particular it will examine controversial cases such as the “difficult heritage” of fascism’s art and architecture, and multi-directional memory in the Mediterranean, from Holocaust postmemory to the idea of reparative aesthetics. The course will include theoretical readings by Michel-Rolph Trouillot, Pierre Nora, Georges Didi-Huberman, Hal Foster, Giorgio Agamben, Marianne Hirsch; authors such as Primo Levi, Anna Banti, Johann Wolfgang Goethe, Maaza Mengiste, Igiaba Scego; and visual artists such as Artemisia Gentileschi, Gianikian & Lucchi, Wael Shawky, Kader Attia, Giorgio de Chirico, Karyn Olivier.

Indigenous Ethnomusicologies

Professor: **Luis Chavez**

Course Number: **MUS 260**

CRN Number: **10466**

Class cap: **20**

Credits: **4**

Schedule/Location: **Tue Thurs 10:10 AM - 11:30 AM Blum Music Center N217**

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

Crosslists: **American & Indigenous Studies; Anthropology; Environmental Studies; Experimental Humanities; Global & International Studies; Human Rights; Latin American/Iberian Studies**

This course surveys the ways Indigenous peoples have transformed the intellectual aims, frames, and methods of music studies over time - ranging from historic representations of Indigenous music by Euroamerican and Latin American composers and scholars, to contemporary aesthetics, philosophies, and research methodologies articulated by Indigenous artists and scholars. Particular attention will be paid to the ways in which Indigenous musicians and communities engage notions of modernity to express self-determination, to engage diverse understandings of place and belonging, to participate in local and global exchanges, and to revitalize or reclaim traditions that have been suppressed through the forces of colonization. While "Indigenous" is a broad descriptor, we will use a hemispheric perspective to focus on performance cultures throughout the Americas. Many issues, however, will be relevant for political and intellectual decolonization initiatives across the globe. Students will be expected to develop an original research project that integrates class discussions and materials into their own area of specialty.

Compassion and Compassionate Leadership
Professor: **Tatjana Myoko von Prittwitz und Gaffron**
Course Number: **OSUN 124** *CRN Number:* **10676** *Class cap:* **22** *Credits:* **4**
Schedule/Location: **Tue Thurs 10:10 AM - 11:30 AM OSUN Online Class**
Distributional Area: **None**

The cultivation of compassion, both as a concept as well as an embodied principle, can have personal as well as social ramifications. We will examine various notions of compassion, look at inspiring examples of compassionate actions, and reflect how compassion can be an effective practice for inner and outer transformation. Participants should feel inspired to become compassionate leaders themselves, using compassion as a powerful tool to address severe human rights violations.

Not Home At Home
Professor: **Zahid Rafiq**
Course Number: **OSUN 324** *CRN Number:* **10678** *Class cap:* **15** *Credits:* **4**
Schedule/Location: **Wed 8:00 AM - 10:20 AM OSUN Online Class**
Distributional Area: **None**

When we leave the places we call home we long for them but what do we long for when we are home and yet no longer at home? We shall explore through literature the estrangement between people and the worlds they 'belong' to, caused at times by politics, or by the dawning of certain facts, or sometimes by people not conforming to the 'values' of home. We shall also interrogate the ideas of home, world and self, engaging with home as body, as place, as a person/people, and as hope and illusion.

Queer Perspectives in Photography
Professor: **Bryson Rand**
Course Number: **PHOT 311** *CRN Number:* **10448** *Class cap:* **8** *Credits:* **4**
Schedule/Location: **Mon 1:30 PM - 4:30 PM Woods 128**
Distributional Area: **PA Practicing Arts D+J Difference and Justice**
Crosslists: **Gender and Sexuality Studies**

This course is designed to explore the application of queer theory in photography for students interested in deepening their knowledge of histories of queer image making within a contemporary framework. Through lectures, readings, visiting artists, and practical assignments, students will explore the work of notable queer artists who explore and express identity, subvert norms, and challenge social constructs. Essays and other readings by David Wojnarowicz, June Jordan, Cookie Mueller, among others, will be covered in the class. The course is designed for both photo majors and non-majors, and prior experience with photography is not required. This course will count as Advanced Photography for photo majors.

War Abolition
Professor: **Christopher McIntosh**
Course Number: **PS 246** *CRN Number:* **10266** *Class cap:* **22** *Credits:* **4**
Schedule/Location: **Mon Wed 10:10 AM - 11:30 AM Olin 303**
Distributional Area: **SA Social Analysis**
Crosslists: **Global & International Studies; Human Rights**

Is war inevitable? Is it an inextricable element of global political life? What would a world without war look like? Can we even imagine it? Global politics is largely predicated on the idea that war is an inescapable feature of our international political system. While it must be managed lest it have devastating effects, it remains a vital element of our collective international system—a political system that many find acceptable and desirable, despite the death and destruction it can cause. While the past few years have seen a rise in (inter)national discussions of abolitionist politics centering on carceral politics, policing, and nuclear weapons, there has not been a similarly high profile move regarding war abolition. The early 20th century saw the flourishing of anti-war movements whose activism for peace included efforts to outlaw war entirely, most famously codified in the 1928 Kellogg-Briand Pact prohibiting war. This class will use abolitionist politics in other contemporary contexts—e.g. anti-nuclear, anti-prison, and anti-police movements—as a lens for investigating war abolition. It will also explore pacifist theory and practice, nonviolence, as well as critical theoretical approaches toward war and sovereignty. Through reading about abolitionist politics, pacifism, nonviolence, and theories of war, we will come to a better understanding of the role of war in society and what, if any, opportunities there are for altering its historical trajectory.

The Political Life of Hope

Professor: **Michelle Murray**

Course Number: **PS 350**

CRN Number: **10272**

Class cap: **15**

Credits: **4**

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

Distributional Area: **SA Social Analysis**

Crosslists: **Global & International Studies; Human Rights; Philosophy**

The problems we currently face as a global community are overwhelming. Whether it be war, climate change, global poverty, economic inequality, the threat of nuclear annihilation, or genocide, the failure of the world to act urgently and effectively to stem injustice has led many to feel powerless, and increasingly overcome with a deep sense of despair about the possibility of a different future. Under such circumstances, to hope for a different world can feel naïvely optimistic, and dangerously out of touch with the realities of a system ostensibly governed by power politics. And yet, against this backdrop, there are many examples where individuals and collectives have imagined a different destiny for themselves—they have hoped for a different future—and in doing so have enacted transformational change. This course explores the dynamic potential of hope in international political life. Throughout the semester we will consider hope (and the act of hoping) as a concept and category of analysis, as a way of producing knowledge about an uncertain future, and as a kind of social and political practice that can effect significant change in the world. What are the conditions of possibility of hopefulness in international relations? How is hope related to other affective states of being like desire, anger and fear? Under what conditions has hope led to politically significant action in historically different contexts? How and from where—and importantly, from whom—does hope appear in the world? In investigating these questions and others, our goals in this course are three-fold: to question the inevitability of suffering and injustice as an enduring feature of international political life, to image alternative futures for the world, and to understand the radical potential of hope as a political practice in bringing those futures into being.

Gender in the History of Psychological Disorders

Professor: **Elena Kim**

Course Number: **PSY 216**

CRN Number: **10063**

Class cap: **16**

Credits: **4**

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.

Cognitive Psychology

Professor: **Tom Hutcheon**

Course Number: **PSY 230**

CRN Number: **10066**

Class cap: **22**

Credits: **4**

Schedule/Location: **Tue Thurs 10:10 AM - 11:30 AM Hegeman 102**

Distributional Area: **SA Social Analysis**

Crosslists: **Mind, Brain, Behavior**

Cross-listed: Mind, Brain, Behavior. Cognitive psychology is the study of mind: how we perceive the world, remember, represent knowledge, acquire new information, become aware of our emotions, make plans, reason, and use language. In this course we examine the empirical foundations that determine our understanding of mind, including classic research designs, recent advances in computational modeling, philosophical perspectives, and changes in cognition throughout the lifespan. The course, which fulfills the Cluster C requirement for the Psychology Program, also considers the neural underpinning of these topics. Enrollment is open to students who have completed Introduction to Psychological Science, Introduction to Neuroscience, or Foundations of Mind, Brain, and Behavior.

Trans Topics in Psychology

Professor: **Natalie Wittlin**

Course Number: **PSY 373**

CRN Number: **10069**

Class cap: **12**

Credits: **4**

Schedule/Location: **Tue 12:30 PM - 2:50 PM Olin 310**

Distributional Area: **SA Social Analysis**

Crosslists: **Gender and Sexuality Studies**

This seminar will explore gender diversity through the lens of psychology—and psychology through the lens of gender diversity. Throughout the semester, students will reflect on research findings, theories, debates, and controversies related to trans and nonbinary people and identities—and cis people’s beliefs and feelings about them. Readings for this course will consist primarily of empirical and theoretical papers in academic journals. Topics covered will include: (de)pathologization of gender diversity; denial and affirmation of gender identities; gender dysphoria and euphoria; questions surrounding who should conduct research on trans people; access to gender-affirming medical care; bias against trans and nonbinary people; and challenges to the gender binary. Prerequisites: Moderation into Psychology and at least one social psychology course (PSY 220 or PSY 225), or permission of instructor.

Introduction to Sociology

Professor: **Jussara dos Santos Raxlen**

Course Number: **SOC 101**

CRN Number: **10273**

Class cap: **22**

Credits: **4**

Schedule/Location: **Mon Wed 11:50 AM - 1:10 PM Olin 204**

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

Crosslists: **American & Indigenous 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.

Sociological Theory

Professor: **Jussara dos Santos Raxlen**

Course Number: **SOC 213**

CRN Number: **10277**

Class cap: **20**

Credits: **4**

Schedule/Location: **Mon Wed 10:10 AM - 11:30 AM Reem Kayden Center 102**

Distributional Area: **SA Social Analysis**

Crosslists: **Human Rights**

What is “theory”? And what makes a theory “sociological”? As we shall see, we often theorize and apply existing social theories in our everyday lives. Simply put, a theory is a way of understanding: making sense of all kinds of social phenomena, from globalization to intimate interpersonal relationships. In this course, we survey a range of social theories: those which are foundational to the creation of sociology and all social sciences; those which focus on the rise and transformations of modern society in the 19th and 20th centuries; and those which are responses, critiques, or further developments of these other theories. Our exploration will follow a chronological order of western thought. But analytically, we will straddle between historical periods (and the equivalent classifications of “classical” and “contemporary” sociological theory) to emphasize the ongoing dialogue among different theoretical traditions and attempts to provide alternative and more nuanced explanations of an increasingly more diverse social world beyond a Eurocentric perspective. First, briefly, we trace the ideas that paved the way to the emergence of the social sciences from the European Enlightenment, which grappled with notions about the nature of political authority vis à vis the nature of humanity. Second, we delve into the theoretical accounts of a period often referred to as Modernity. We engage with the ideas of sociology’s “founding fathers” (Durkheim, Marx, Weber, and Simmel) and America’s “first” sociologists (e.g., Jane Adams, Du Bois, and Perkins Gilman). Once in the 20th century, we explore the theoretical conversations among sociologists and other social scientists to understand the realities of our recent past up until the present, considering various sociological traditions (e.g., functionalism, symbolic interactionism, critical theory, ethnomethodology, poststructuralism, postcolonial and feminist theory), and read their contemporary interlocutors.

Performing Political Spaces

Professor: **Tania El Khoury**

Course Number: **THTR 268**

CRN Number: **10424**

Class cap: **12**

Credits: **4**

Schedule/Location: **Tue 1:30 PM - 4:30 PM Fisher Performing Arts Center RESNICK**

Distributional Area: **PA Practicing Arts**

Crosslists: **Architecture; Human Rights**

This practice-based course introduces students to site-specific performance work that engages the politics of space. The course uses performance studies and the rights to spatial and land justice as creative and research methodologies. Students will learn about site-responsive work, site-specificity, and the multidisciplinary study of a space. We will read texts on decolonial ecologies, learn about action protest occupying the public space, and study the work of site-specific artists such as Rebecca Belmore, Regina José Galindo, Tanya Aguiniga, Kezi Collective, Dictaphone Group and others. The course will culminate in a site-specific performance festival created by the students.