AMERICAN STUDIES (AMST)

AMST117 Ebony Tower: The Rise of Black Studies
This course will examine the emergence and development of black studies as a field of academic study. We will consider the historical origins and political implications of black studies and the appearance of courses, programs, and departments on college campuses around the country starting in 1968, paying attention to the involvement of black student protest and the engagement of black community organizations off campus; the impact of social movements for black power, Third World solidarity, and education reform; and the role of white overseers in the form of philanthropic organizations and college administrations. In addition, we will explore the relationship between institutionalized black studies units (courses, programs, and departments) and traditional academic fields and disciplines with respect to theory, methodology, pedagogy, and purpose to understand how and why black studies scholarship advances interpretations of American (or Western) history and culture that challenge and disrupt conventional narratives about those topics. Finally, we will consider the relationship between black studies and black communities, as well as off-campus efforts to research, teach, and learn about the black experience that coincided with the formalization of black studies in the academy.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM118
Prereq: None

AMST118 The Anthropology of Social Movements
Intentional efforts to shape society are always in a process of becoming. In this course, we examine how social movement actors disrupt dominant cultural scripts and forms of dualistic thinking that block our collective recognition of the fundamental interconnectedness of all aspects of social life. First, we survey a range of social theories that propose ways to rethink the binaries that structure social life—e.g., mind/body, theory/practice, feeling/thinking, etc. We then consider a series of ethnographic cases in the contemporary period to identify the similarities and differences between them. The methods of inquiry in this course seek to replicate the challenges of seeing theory and practice as interlocking processes. As such, you will work in affinity groups all semester to design and execute an action at Wesleyan or in the Middletown area that addresses a social issue you are passionate about. This capstone project will be based on scholarly research and thoughtful, collaborative practice.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH226, FGSS222
Prereq: None

AMST119 Reading Difference
How do we make sense of literary texts that are "different"—whether in culture, language use, form, or subject matter? This course is an introduction to writing that challenges the reader to "make sense" of works that depart from the familiar, whether through racial, ethnic, or gendered difference; sexual orientation; linguistic/cultural use; or formal experimentation. Throughout the course, the emphasis will be on strategies of interpretation, including such topics as cultural expectation, "bad" English, realism and the avant garde, and tradition and modernity. We will look at a varied list of works, including Jiro Adachi's THE ISLAND OF BICYCLE DANCERS, Christopher Abani's GRACELAND, Susan Sontag's NOTES ON "CAMP," and Guillermo Gómez-Peña's NEW WORLD BORDER, among others.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-MUSC

AMST120 The Nobel Writers: Literary Institutions and the Literary Canon
Through analysis of selected texts, primarily by writers from the Americas, this course addresses the institution of the Nobel Prize as a mechanism regulating the production literature, the literary marketplace, and the literary canon. The aims of the course are threefold: the pleasure of reading selected Nobel Prize-winning texts, an understanding of literature as shaped by and shaping global cultures, and a skills set for the analysis of literary texts.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: ENGL120
Prereq: None

AMST122 Sample, Remix, Reuse, and Replay: Approaches to Musical Adaptation in Audiovisual Culture
Many of the musics we listen to and encounter are palimpsests, collages, and assemblages. Texts are layered upon and juxtaposed against pre-existing texts, creating polyvocal dialogues and contrasting and complementary systems of meaning. This class introduces students to questions and controversies of adapted and remixed musical media in 20th and 21st century society, analyzing the ways music and other texts and materials (e.g. paintings, plays, places, novels, technologies, genres, historical events, preexisting music, etc.) are adapted through processes of revision, remix, remediation, sampling, restaging, and reinterpretation to create new layers of meaning. The course will consider the roles of film, television, video games, music video, digital audiovisual formats and technologies, and related audiovisual media—from the recycling of preexisting classical music in video games to the remediation and transmission of live operas to the movie theater screen in the MET Live in HD series, from compositions that translate the visuality of iconic paintings into sound to the practice of remix and sampling in hip hop culture, from the digital adaptation of operatic conventions in Final Fantasy VI to cover versions that complicate listeners' expectations of gender performance, from the live performance of video game soundtracks by a symphony orchestra in Video Games Live and Pokémon: Symphonic Evolutions to the compilation mixtape Live and Pokémon: Symphonic Evolutions to the compilation mixtape scores of Hollywood films, and from Tan Dun's Internet Symphony for the YouTube Orchestra to how the urban neighborhood of Washington Heights in New York City is repurposed, staged, and cast as a central character in In the Heights or how American political history is adapted and revitalized in Hamilton. Themes in the course include, among others, the changing roles and responsibilities of musicians in an age of digital globalization; the power of musical media and referential texts to structure human experience; and the role of the composer and listener as manipulators and interpreters of musical meaning across comparative audiovisual texts. This seminar draws on the classroom community's interdisciplinary backgrounds and interests and readings and case studies that cross and challenge disciplinary boundaries, students can achieve success in this course without previous musical knowledge.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC

NOTES ON "CAMP," and Guillermo Gómez-Peña's NEW WORLD BORDER, among others.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-AMST
Prereq: None

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Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: ENGL120
Prereq: None

AMST122 Sample, Remix, Reuse, and Replay: Approaches to Musical Adaptation in Audiovisual Culture
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Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
AMST125 Staging America: Modern American Drama

Can modern American drama—as cultural analysis—teach us to re-read how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncannonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what’s at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American studies; African American studies; feminist, gender, and sexuality studies; College of Letters; theater studies; and the Social and Cultural Theory Certificate.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL175, COL125, AFAM152, FGSS175, THEA172
Prereq: None

AMST135 American Food

This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST135, ENVS135
Prereq: None

AMST135 American Food: Myth and Fact

This seminar considers the architecture of Frank Lloyd Wright in the context of his own life as an artist, and in the history of modern architecture of which Wright’s work was a part and to which it contributed. The seminar also considers the relationship of Wright’s achievements to the social, economic, technical, and ideological history of the U.S. from the late-19th through the mid-20th century. A major focus will be critical reading of Wright’s own statements about his life and work, in relation to other sources, later accounts, and his buildings and unbuilt projects themselves. Both Wright’s residential and public architecture will be considered, as will his designs for landscapes, urbanism, and the decorative arts. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright’s built and unbuilt works.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA148
Prereq: None

AMST150 Indigenous Middletown: Native Histories of the Wangunk Indian People

Students will be introduced to the new field of settler colonial studies, the rapidly transforming field of critical indigenous studies, along with Native American history and historiography addressing southern New England. Taking up a decolonizing methodological approach, the class will focus on the sparsely documented history of the Wangunk Indian Tribe, the indigenous people of the place we call "Middletown," also known as Mattabesett. The Wangunk people, part of the Algonquin cultural group, historically presided over both sides of the Connecticut River in present-day Middletown and Portland, while their traditional territory reached as far north as Wethersfield and Chatham. Although regarded as "extinct" by settlers in the aftermath of King Philip’s War, 1675-1678, the Wangunk continue to live into the 21st century.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH150
Prereq: None

AMST170 Postmodernism and the Long 1980s

This introductory immersion in the practice of art history offers an opportunity to gain expertise in visual analysis and historical interpretation through a guided investigation of art and critical theory in the United States during the 1980s. The central debates of this tumultuous decade—still very much with us today—brought the contested paradigm of postmodernism to a fever pitch. Two key exhibitions provide bookends: in Pictures (1977), techniques of appropriation diagnosed a new kind of slippage between reality and representation; in 1993’s Whitney Biennial, the period’s sustained engagement with gender, sexuality, race, and the relationship between art and politics achieved decisive (and controversial) visibility. Between these poles, artists turned to the street, navigated the “ends” of painting, and invented new forms to confront an increasingly image-soaked media-public sphere. The course attends to the strategies of photoconceptualism, painting, sculpture, video, and site-specificity by which artists intervened in a polarizing historical moment that saw the expansion of neoliberal economics and political conservatism, a sharpened divide between rich and poor, the AIDS crisis, and the geopolitical realignments of the late-Cold War.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA170
Prereq: None

AMST172 Memory Image: Introduction to Art (As) History

One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Others engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance (from experiments in abstraction to queered archives and restaged mass protests). Spanning a series of case studies from post-Holocaust New York School painting to post-Katrina site-specificity, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodology a subject of investigation. What is the role of art as historical memory in an increasingly image-soaked world?
AMST174 Popular Culture and Social Justice: Introduction to American Studies
This course explores the interlocking histories of popular culture and social justice in the 20th- and 21st-century United States, with particular focus from mid-century to the current moment. By focusing on the ways in which social justice movements and ideologies have utilized and been informed by trends in art, film, television, music, and commercialism, we will interrogate critical concepts in the field of American studies, such as citizenship, belonging, difference, and equality. Topics covered will include feminism(s), antilynching, civil rights, labor and poverty, pro-choice, disability rights, queer liberation, leftism and countercultures, environmentalism, and animal rights. Questions addressed will include, How has popular culture both advanced and hindered the progress of social justice movements? How has the idea of "social justice" changed over time? Which groups are included? What aims are articulated? How has the media portrayed and influenced social and political problems, and how has the rise of new media (from radio to television to the Internet and beyond) created new spaces for debating power and inequality?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST175 Soundscapes and Aurality in American Culture: An Introduction to American Studies
This course is intended as an introduction to interdisciplinary thought, to American studies as a field, and to the hemispheric and transnational intellectual direction of the American Studies Program at Wesleyan. Its goal is to answer the question, What IS American studies? The focus for this semester is the emerging scholarship on sound and aurality that addresses, as a special issue of AMERICAN QUARTERLY argued recently, the following questions: What role can sound play in analyzing contemporary debates around empire, immigration, and national culture? Where is sound in the cultural and political legacies of American culture and where is it in the long history of nation-building? What role have hearing and listening played in American formations of race, ethnicity, sexuality, gender, and class, and how has the birth of recorded sound in the late 19th century informed those formations? How are new sound technologies and sonic media practices impacting American identities in the age of globalization? What are the political economies of sound? Does citizenship have a sound? Over the course of the semester, we will listen to archived sounds as well as sample new ways of interpreting the encultured nature of sound, from the howling wilderness of the colonial era to the aural pluralism of digital media and music in the Internet era.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST176 Race, Indigeneity, and Citizenship: Introduction to American Studies
This course is intended as an introduction to the interdisciplinary field American studies. Turning to the entangled histories of settler colonialism, slavery, imperialism, immigration, racism, and disenfranchisement, the class will examine how different peoples become American and how differently situated people(s) negotiate state-structured systems of racial exclusion and assimilation in relation to democracy, equality, and self-determination. How has he field of American Studies taken up questions of indigeneity and race? How has the field of ethnic studies challenged American Studies? What are the current linkages between American Studies, Critical Indigenous Studies, and Critical Race Studies? How have nationality and citizenship in the United States been structured by white supremacy? What are the differences between indigeneity, race and ethnicity? What is "color-blind" ideology? What can we make of pervasive assertions that we are living in a "postracial" America? How can American Studies provide the necessary frameworks for understanding the Trump era with regard to race, indigeneity, and citizenship?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST177 American Movies as American Studies: An Introduction to American Studies
Our aim is to see how movies from the 1930s to the present can help us grow as critical (and self-critical) American studies thinkers (and have fun—even as we question the effects and implications of this fun—doing it). Talkies appeared as a complex mass-cultural form of American studies—exported all over the world—precisely when the academic field of American studies emerged in the early 1930s. From the get-go, movies involved in mass-disseminating America's inventions of power have made available—in very entertaining ways—critical insight that can blow the whistle on how the reproduction of Americans and American ideologies are pulled off. Together we will explore the modern Americanization of power and focus our conversations on four intersecting concerns that movies are particularly good at illuminating: (1) how culture industries (including movies) shape consciousness, needs, desires, incentives, and sense of belonging and limit our sense of what constitutes problems and solutions; (2) how social critique (even movie critiques of movies) can be mass-popularized; (3) how America makes Americans, especially, into workers (even if they hate what they do and wonder about what and who they are working for) and weapons of various sorts (even if they are frightened and wonder about what and who they are fighting for and against); and (4) how and why America constructs difference (e.g., gender, race, individuality, national identity). This seminar is a thinking-intensive and imagination-intensive critical project designed to introduce students to compelling big-picture concerns—systemic matters—vital to American studies.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST199 Prizing the Book: Book Prizes, the Literary Canon, and U.S. Culture
This course examines selected texts by U.S. winners of major literary prizes, including the Nobel, the National Book Award, the National Book Critics Circle Award, the Pulitzer, and the Newbery. How important are these prizes in constructing a literary canon and criteria for judging literary value? What role do they play in reflecting and creating contemporary U.S. culture? In particular, we will read the individual award-winning texts for how they define, problematize, and resolve (if they do) peculiarly American concerns: race, American identity, the frontier and home, the burden of the past and the fear of the future, the new world and its relationship to the old world(s).
and objectification. The course is organized around two case studies. Representing themselves in response to the burden of such stereotyping, racial minorities have been represented by the dominant culture, in addition to reading several accounts and critiques of how issues and debates concerning the representation of race in American culture. Among the topics to be discussed are organization of production, including state labor systems, chattel slavery, and indenture; governance and colonial bureaucracies; the interaction of indigenous, European, and African peoples and the formation of colonial culture and syncretic belief systems; and independence movements and the emergence of nation-states. Consistent with the interdisciplinary nature of American, Latin American, and Caribbean studies, the course introduces diverse theoretical and methodological approaches to these issues.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST200 Colonialism and Its Consequences in the Americas
Why does colonialism matter to the fields of American studies, Latin American studies, and Caribbean studies? What have been the consequences of colonialism for the nations that make up the Western Hemisphere? This course offers a transnational, hemispheric approach to the study of the Americas through a comparative analysis of colonial ventures and their consequences in the Americas. Among the topics to be discussed are organization of production, including state labor systems, chattel slavery, and indenture; governance and colonial bureaucracies; the interaction of indigenous, European, and African peoples and the formation of colonial culture and syncretic belief systems; and independence movements and the emergence of nation-states. Consistent with the interdisciplinary nature of American, Latin American, and Caribbean studies, the course introduces diverse theoretical and methodological approaches to these issues.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: LAST200
Prereq: None

AMST201 Junior Colloquium: Critical Queer Studies
This junior colloquium will give you a solid theoretical foundation in the field of queer studies. Although “queer” is a contested term, it describes—at least potentially—sexualities and genders that fall outside normative constellations. However, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, many argue that today, “queer” has lost its political charge. This course, a reading-intensive seminar, will give you the opportunity to explore this history and these debates. We will start with some of the foundational works in queer theory and then move to tensions and unlikely correspondences between queer theory and critical race theory, trans studies, queer anthropology, Marxism, feminist theory, and disability studies. Rather than understanding queer studies as a singular or bounded school of thought, we will continuously problematize queer studies as a field and a mode of analysis, asking, What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its perils? What is the future of queer? This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read queer theory, critique it, and imagine the uses to which queer theory might be put.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST

AMST202 Junior Colloquium: Representing Race in American Culture
This junior colloquium offers an introduction to several key critical issues and debates concerning the representation of race in American culture. In addition to reading several accounts and critiques of how racial minorities have been represented by the dominant culture, we will also consider how racial subjects have theorized ways of representing themselves in response to the burden of such stereotyping and objectification. The course is organized around two case studies. The first of these will focus on one of American culture’s “primal scenes” of racial representation: blackface minstrelsy. Considering a variety of critical, literary, and visual texts, we will examine how African American images and culture became a way for working-class and other whites to negotiate their own identities and how African American artists and intellectuals have responded to this troubling legacy. In the second half of the course, we will turn our attention to questions of cultural representation that originate from the racial context often deemed to be the opposite of the African American experience: that of Asian Americans. If African Americans have long been the target of overtly negative stereotypes, Asian Americans have been subjected to what one critic has called “racist love”—that is, a tradition of putatively positive stereotypes that have produced a different set of representational problems for Asian Americans. Together, these case studies will allow us to explore a wide range of models for thinking and writing about race in American culture.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST

AMST203 Junior Colloquium: Biopolitics, Animality, and Posthumanism
This course asks what it would mean for the field of cultural studies to begin to include the category of the “human” within investigations of more traditional categories of social difference (including race, gender, sexuality, and so on). Historically, the category of the human has been taken for granted, as a biological marker imbued with particular intellectual and physical capabilities. Relatedly, the discourse of the human is often invoked in movements for political equality, inclusion, and enfleshment (i.e., the call to “human rights”). Yet recent literature within the field of American studies broadly, and, more specifically, within the area of critical animal studies, has called these assumptions into question. In this junior colloquium, we will explore these critical turns in the field by considering the boundaries between the animal, human, and technological realms. Important concepts addressed will include the utilization of animals as research subjects, food, and labor; the “nonhuman personhood” movement; intersectionalities between ideas of social difference and the posthuman; concepts of disability, debility, and capacity; technological enhancements of the human body, and cybercultural identities. Students will have the opportunity to engage with a wide variety of materials, including writing from the areas of critical race studies, feminist theory, and postcolonial theory. (Note: Students need not have familiarity with biopolitical theory; rather, the course will provide a primer in this area during the beginning weeks of the semester.)

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST

AMST204 Junior Colloquium: Cultural Power and American Studies
This interdisciplinary course focuses on the 19th century to the present. We will explore key American studies critical concerns such as the analysis of how cultural power relates to the reproduction of contradictory social relations and to efforts to bring about social transformation. Thus, we will consider not only what Americans are involved in—politically, economically, and culturally—but what they might do about it. Our critical dialogues will engage cultural theory (Eagleton, Kavanagh, Weedon, West, Hooks), cultural criticism (Frank), literature (Hawthorne, Melville, Howells, Dodd, Glaspell, Baraka), historical critique (Zinn, Levine, Lears), art and advertising (Berger, Kruger), and films (Capra,
Lee, Moore). We will help one another develop as theoretically aware and creative American studies thinkers.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST205 Junior Colloquium: Sites of the Self: Maps, Gardens, and Houses
We are where we are. We make ourselves out of the places we create and inhabit. This course examines three of the sites central to culture: maps, gardens, and houses. Each attempts to reveal an immaterial ideal in a material form: maps give a “god’s eye” view of the world’s totality; gardens re-create lost paradises; and houses embody their inhabitants. Using literature, images, and film, we will look at American sites and their histories. This colloquium explores issues of material and visual culture in American studies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Prereq: None

AMST206 Junior Colloquium: New England and Empire
Using history and literature, this Junior Colloquium focuses on the role of New England in the transformation of the United States from colony to world power. Major forces effecting this metamorphosis have their roots in this area. Mercantile entrepreneurship and the drive of commerce and trade, such as the slave trade, the ivory trade, and the West and East Indies (China and India) trades, opened the larger world to merchants and consumers in New England. Discourses of race, religion, civilization, and science created universities, produced missionaries and merchants, explorers and colonizers, writers and artists who went to the far corners of the world--the Caribbean, Hawaii, China, and Japan--and brought the world back home. The vaunted mechanical and technological ingenuity of the Yankee peddler, seen in a grandiose version in the eponymous inventor of the famous Colt revolver, backed territorial expansion and insinuated New England culture in to those newly acquired territories. A developing sense of racial entitlement and racial confidence legitimated expansion--into Cuba, Puerto Rico, Guam, and the Philippines--and produced military and cultural imperialism. The domestic, woman-centered “parlor” culture of New England both displayed the wealth of empire and hid its existence.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Prereq: None

AMST208 Junior Colloquium: Visual Culture Studies and Violence
In this course, students will gain important foundational knowledge of the field of visual cultural studies. We will cover theories of the gaze, photographic sight, film and media, spectatorship and witnessing, museums and exhibitions, and trauma and memory, among others. Particular attention will be paid to issues of power, complicity, and resistance as we consider what it means to be “visual subjects” in historical and contemporary contexts. We will address how different media--from photography, to television, to film, to the Internet--transform our understanding of images and what it means to both “look” and “be seen.” As a primary case study, this course will interrogate the politics of violence, focusing on the relationship between the production of visual culture(s) and acts of individual, collective, and state aggression. We will ask, How have images served to propagate climates of violence against marginalized persons? What are the ethics of looking at pain, torture, and exploitation? Do such images help us to work toward social change or create attitudes of indifference? How do images of war, prisons, pornography, death, crimes, famine, and disease shape our understandings of citizenship, nationality, and identity? Finally, how does the representation of difference--race, gender, sexuality, class, and disability--inform and/or transform conceptions of violence and its place in the visual field?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST209 Junior Colloquium: Cultural Theory and Analysis
In this course, we will interrogate the ways in which we come to understand cultural representation and theories of social and political power within the field of American studies. We will analyze forms of representation using an array of theoretical and textual methods, from economic and class theories, to visual theory to feminist studies and critical race analysis, to theories of virtuality and freakery. We will engage with highly dense theoretical pieces as well as more popular cultural texts, such as film, comics, documentaries, and websites.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST210 Junior Colloquium: The Cultural Production of Ethnicity and Race
Together we will explore how various ethnic and racial groups have been ethnicized and racialized as “others” in the United States and how these groups have used the arts, mass culture, activism, organizing, politics, economics, constructions of daily life, and formations of identity and of difference to negotiate and resist this “otherizing.” Using seminal theories on ethnicity and race from the field of comparative ethnic studies, we will investigate how and why essentialist images such as “the model minority” for Asian Americans, hypersexuality for African Americans, “illegal aliens” for Latinos, “terrorists” for Arab Americans, and “primitives” for Native Americans have been historically and culturally produced and contested.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST213 African American History, 1444-1877
In 1619 Dutch traders arrived in Jamestown, Virginia with 19 captured Africans, the first slaves in what became the United States. By 1860, the eve of the Civil War, one in eight Americans was an enslaved person of African descent. This course introduces students to the first two and a half centuries of African American history, from the beginning of North American slavery to slavery’s destruction and the resulting battles over African American freedom. We will explore how people of African descent have experienced and responded to slavery, colonization, and cultural constructions of race, as well as analyzing African American-led struggles over freedom and citizenship in the context of the American Revolution, the Haitian Revolution, and the Civil War. Through a comparative framework, we will also consider the U.S. within international, even global, histories of race, slavery, and freedom.

Offering: Crosslisting
Grading: A-F
The goal of the course will be to explore the imperial and the local to gain captivities, witch trials, coerced labor and revolts, and revolutionary ideas. economic struggles, brutal violence and peace treaties, sexual violence, shaped life in the Northeast. This era was full of strategic alliances, rivalries between England and France, and the daily interactions that will read about early contact between Natives and newcomers, imperial combine scholarly books and primary sources to examine the Northeast to retain their power while negotiating new relationships. This course will worked to create a sense of permanence, and Indigenous nations fought a place where European powers imagined their empires, local settlers Northeastern North America during the 17th and 18th centuries was 1604¿-1784

AMST221 Imaginary Empires: The French, English, and Native Northeast, AMST221 Imaginary Empires: The French, English, and Native Northeast, Prereq: None

Credits: 1.00

Gen Ed Area: SBS-AFAM

Identical With: AFAM203

Offering: Host

AMST220 Asian Americans and Popular Culture

This course explores the history and experiences of Asian Americans through the site of popular culture, which includes films, comics, television, music, and digital culture. We will discuss how Asians are represented in U.S. mainstream culture and how Asian Americans responded with their own cultural productions. The project will require students to produce artworks and other creative forms to tease out the themes discussed in the class such as marginalization, cultural exotization, stereotyping, globalization, appropriation/cultural theft, and hybridity. A transnational dimension analyzes popular culture in Asia. The historical time frame of the course will be mostly the late 19th century until the 21st century. To analyze organizing about Asian American media representation, students will adopt a cultural activist lens to encourage more public visibility for minorities.

Offering: Host

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-AMST

Identical With: FGSS218

Prereq: None

AMST225 Latinidad: Introduction to Latina/o Studies

This course will introduce major themes within the field of Latina/o studies, using an interdisciplinary approach to analyze the experiences of each of these identity categories? How do other social categories of identification--race, ethnicity, and class--affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?

Offering: Crosslisting

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-HIST

Identical With: FILM314

Prereq: None

AMST223 Jews & America

This course will investigate why Jews came to America and how they and their children adapted to their new home. It will explore American Jews' relations with other groups, including the Irish Americans, African Americans and the white Anglo-Saxon Protestant elite, and Jews in other parts of the world. Finally, the course will consider Jews' quite significant impact on the American economy, politics, society, and culture. Although it will begin with the colonial era, the course will focus primarily on the 19th and especially the 20th centuries.

Offering: Crosslisting

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-HIST

Identical With: HIST210, CJST210

Prereq: None

AMST224 History of American English

What is American English and how did it get to be what it is? This course will begin with the general history and development of the English language, looking at central issues such as sound (the Great Vowel Shift, Grimm's Sound Change laws), sense (grammar, vocabulary, usage), and standardization (orthography, dictionaries). What makes our particular kind of English "American"? We will learn about the role of different groups in its development: Native Americans, African Americans, and immigrant languages of various kinds, including Yiddish and Spanish. In addition, we will analyze the workings of class, youth culture, and gender. Throughout, the class will examine questions at the heart of our language debates: a "national language," "Ebonics," and bilingual education. If English is today the international "lingua franca," is American English particularly the language of power? What are the different kinds of power exerted by, for instance, business English and slang?

Offering: Host

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-HIST

Identical With: HIST210, CJST210

Prereq: None

AMST222 Directorial Style: Classic American Film Comedy

This course examines the personal style (both formal and narrative) of various American film directors and personalities in the comic tradition. The course will discuss the overall world view, the directorial style, and the differing functions of humor in films of each director and/or personality--Keaton, Lubitsch, Capra, Hawks, Tashlin, Blake Edwards, Billy Wilder, Jerry Lewis, and others--covering the silent era through the early '60s.

Offering: Crosslisting

Grading: A-F

Credits: 1.00

Gen Ed Area: HA-FILM

Identical With: FILM314

Prereq: None

AMST222 Imaginary Empires: The French, English, and Native Northeast, AMST222 Imaginary Empires: The French, English, and Native Northeast, Prereq: None

Credits: 1.00

Gen Ed Area: SBS-HIST

Identical With: HIST210, CJST210

Prereq: None

AMST224 History of American English

What is American English and how did it get to be what it is? This course will begin with the general history and development of the English language, looking at central issues such as sound (the Great Vowel Shift, Grimm's Sound Change laws), sense (grammar, vocabulary, usage), and standardization (orthography, dictionaries). What makes our particular kind of English "American"? We will learn about the role of different groups in its development: Native Americans, African Americans, and immigrant languages of various kinds, including Yiddish and Spanish. In addition, we will analyze the workings of class, youth culture, and gender. Throughout, the class will examine questions at the heart of our language debates: a "national language," "Ebonics," and bilingual education. If English is today the international "lingua franca," is American English particularly the language of power? What are the different kinds of power exerted by, for instance, business English and slang?

Offering: Host

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-HIST

Identical With: HIST210, CJST210

Prereq: None

AMST225 Latinidad: Introduction to Latina/o Studies

This course will introduce major themes within the field of Latina/o studies, using an interdisciplinary approach to analyze the experiences
of Latinas/os within the United States and throughout the Americas. Employing a range of historical, theoretical, political, and cultural texts, this class will ask students to think about a number of issues central to the field of Latina/o studies, including migration, language, nationalism, indigeneity, education, labor, assimilation, and cultural imperialism. This course will also look at the ways in which intersectional identifications, including race, sexuality, and gender, operate within frameworks of Latinidad. Methodologically, this course will draw from such diverse fields as ethnic studies, history, political science, border studies, gender theory, sexuality studies, critical race theory, and urban studies. As we utilize a broad range of texts and synthesize diverse perspectives and ideas, students will be asked to interrogate formative concepts, such as the border, America(s), and the nation. Central class queries will probe the boundaries of Latina/o identity, the working of intersectional identities, patterns of migration, and the ways in which institutional power shapes the contemporary Latina/o experience.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST226 20th-Century Franco-Caribbean Literature and the Search for Identity
This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL225, AFAM223, FREN225, LAST220
Prereq: None

AMST227 Introduction to History: American Material Culture
This course introduces students to the study of history through an investigation of American material culture and the built environment from the pre-colonial period to the present. The course is structured around Friday site visits in the New England and mid-Atlantic regions, including the Pequot Museum, Mystic Seaport, Central Park, New York City waterfront, Fresh Kills, and local suburbs. Students will consider theories and methods of studying history through objects, landscapes, and architecture. We will consider how changing patterns of settlement and land use shaped human and natural ecology, and how people fashioned cultures and communities through the fabrication, circulation, and use of a wide range of natural and human-made objects.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST170
Prereq: None

AMST228 Sex, Money, and Power: Anthropology of Intimacy and Exchange
Sex and money—intimacy and economy—are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts across the Americas. Case studies will be drawn from sex work and tourism; marketing and pornography; reproduction, domestic labor, transnational adoption; marriage; class and sexual lifestyle; labor and carework; the global market in organs and body parts; outsourced surrogacy; sex stores and commodities; and sexual activism and identity politics. We will be centrally concerned with the relationship between economic, cultural, and political formations, and with the differences race, ethnicity, nation, class, gender, and sexuality make. Throughout, we will ask, How do practices and bodies accrue value? When are intimacies—sexual and social—commodified? How have transnational flows complicated relationships between sex and money? How do these intersections constrain and/or empower people? And finally, who benefits from such arrangements, and who does not?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH203, FGSS223
Prereq: None

AMST229 Hymnody in the United States Before the Civil War
This course is a historical introduction to psalmody in the 17th century, lining out, Anglo-American 18th-century sacred music, the cultivated tradition in the early 19th century, and the various styles that contribute to the SACRED HARP and other shaped-note hymnals. Composers studied will include Thomas Ravenscroft, William Billings, Lowell Mason, and B. F. White. Collections examined will include the Bay Psalm Book, Tansur’s ROYAL MELODY COMPLEAT, Lyon’s URANIA, and Walker’s SOUTHERN HARMONY.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC274
Prereq: None

AMST230 The United States Since 1901
The course will explore the history of the United States from 1901 until recent times. The central focus will be on politics and society, although economics, relations with other nations, intellectual movements, popular culture, education, sports, and other topics will, of course, be discussed. The unifying theme will be the emergence of modern liberalism during the Progressive Era and its dominance in American politics and thought by the mid-20th century. Beginning in the 1940s, however, minorities hostile to modern liberal values and policies emerged. Conservative groups and thinking proved quite successful in the latter 20th and early 21st centuries.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST240
Prereq: None

AMST231 Asian American History
This course will examine the history of Asian Americans in the U.S. It analyzes the causes and reasons for why Asians settled in the country as a reflection of processes related to militarization, war, globalization, economic displacement, and labor demands. This lecture/discussion attends to the diverse meanings that constitute "Asian" and "American," taking an exciting comparative approach to the study of Asian Americans by recognizing that the lives of Asians are inseparable from other minorities such as Latino/a, Native American, Muslim/
Arab, and black people. The course begins with a discussion of the conquest of the Americas by Columbus, who was looking for "Asia" but supposedly discovered "America" only to colonize indigenous peoples. This starting point opens "Asian American" history as a contested planetary intercultural field of interest that will disrupt the usual sense of that history beginning with Chinese (indentured) migrant laborers who first arrived in the 1820s. From conquest, we move quickly to the history of exclusionary anti-Asian laws in the 19th and early 20th century toward the 1960s at the height of Asian American activism and political organizing to the current transnational moment with the great flow of people between Asia and America. Topics encompass war brides, prostitution, globalization, communist scares, and mixed-race marriages. Our texts are drawn from a variety of fields such as literature, sociology, history, performance studies, film studies, and public health.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: CEAS276
Prereq: None

**AMST232 American Architecture and Urbanism, 1770-1914**

This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities, especially Boston, New York, Philadelphia, Washington, D.C., Chicago, Los Angeles, and San Francisco. The course considers houses for different sites and social classes, government buildings, churches and synagogues, colleges, and commercial architecture of different kinds, including the origins of the skyscraper. Urban environments include cemeteries, public parks, streets, and civic centers. Movements include neoclassicism, the Gothic and Romanesque revivals, the Chicago School, the arts and crafts movement, and the City Beautiful movement. Major figures studied include Thomas Jefferson, Benjamin Latrobe, Frederick Law Olmsted, Frank Furness, Henry Hobson Richardson, Louis Sullivan, the early work of Frank Lloyd Wright, Greene and Greene, Bernard Maybeck, Julia Morgan, and McKim, Mead and White, among many others.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA246
Prereq: None

**AMST235 American Literature, 1865-1945**

Together we will explore not only the complexities of American literature from the 1860s to the 1940s but how this literature excels as a usable critical resource that can advance our understanding of how America has "ticked" as a culture; a socioeconomic system that established and sought to maintain class, gender, and racial difference; and a political power structure. In our ongoing analyses of the relationship of literary form and social form, we will trace connections between historical developments such as the gothic genre and gender ideologies, domestic romance and the social reproduction of labor, realism and mass-urbanism, naturalism and immigration, and modernism and imperialism. The creative works of Emily Dickinson, Elizabeth Stuart Phelps, Fanny Fern, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnutt, F. Scott Fitzgerald, Langston Hughes, Meridel Le Sueur, Ernest Hemingway, Eugene O'Neill, Nathanael West, William Faulkner, Richard Wright, and Zora Neale Hurston will help equip us to be more imaginative readers of literature, ourselves, and America. This literature offers us expansive insights into what was at stake in America's production of "the modern." We will experience the aesthetic pleasures and critical pleasures of reading great writing.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL204
Prereq: None

**AMST236 Religion and National Culture in the United States**

This lecture/discussion course offers sustained analysis of the role of religion in the intellectual life of the nation. We will examine both the work of American theologians and the ways that other American intellectuals have thought about religion and its function as a language of authority in both state and society. We will consider the ramifications of conceptions of the United States as a Protestant and millennial nation and the challenges to that conception posed by the growing diversity of religions in the country. The variety of spiritual practices and the clashes between religion and science generated debates that continue to haunt both the study of religion and personal life. From participation in a transatlantic evangelical culture to the rise of the social gospel and theological modernism through the fundamentalist response to liberal religion and Darwinism, the course charts the influence of Protestant Christianity in American culture and evaluates claims about the development of a distinctively American religious style. The replacement of overt anti-Catholicism and anti-Semitism with the notion of a Judeo-Christian heritage that celebrated the incorporation of Protestant, Catholic, and Jewish traditions into American civil religion figures as the central dynamic of the 20th century. The course concludes with a consideration of contemporary religious developments, including New Age formations and the growing presence of Buddhism, Hinduism, and Islam, and the continuing centrality of religion(s) in the national culture.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST236, RELI285
Prereq: None

**AMST237 Histories of Modern US Gender and Sexuality**

This course will explore constructions of US gender and sexuality from the late 19th century to the present. We will consider ideologies of gender and sexuality as social, political, economic, and biomedical systems, as well as lived, material realities. Particular attention will be paid to intersectional politics, by interrogating how categories such as race, class, disability, and national identity operate in relation to gender and sexuality as social, political, economic, and biomedical systems. Topics covered will include: the scientific "invention" of hetero- and homosexuality; anti-miscegenation law; gender-based immigration regulations; ideas of normative domesticity and kinship; labor patterns and gender-based disparities; gender- and sexuality-based rights' movements, including first, second, and third wave feminisms and LGBTQIA liberation; reproductive technologies and rights; and more.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS237
Prereq: None

**AMST238 Indigenous Rights and Representations**

What role do Native identities play in global social and political movements? How do ideas about Indigenous peoples shape nationalist
sensibilities and international projects? How do notions of cultural authenticity and autonomy figure in the discourse of Indigenous rights? Attending to the legacies of colonialism, this course addresses contemporary representations, performances, and politics of indigeneity by Indigenous people themselves, as well as by others-centered in Native North America, with comparative forays across the Americas. Through a close look at ethnographic texts on this topic, we will investigate how perceptions about and participation by Indigenous peoples have figured in environmental activism, transnational trade agreements, educational reform, nationalist campaigns, multicultural politics, and international migration. We will attend to the role of globalization, transnational mobilities, and technological innovation in emergent social movements, as well as new imaginings of Indigenous identity. And we will contemplate the implications of Indigenous scholars-and-activists-presence as key actors in both academic and public debate.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST240 Hipsters
This course will focus on the contemporary hipster subculture after examining a critical genealogy and racial history of the origins of the concept. From black jazz artists and zoot-suitors in the 1940s who defined "hip" and "cool," to the post-World War II burgeoning literary scene of the Beat Generation that codified the figure of the hipster as an American bohemian strangled by social conformity, there has been a cultural politics of being "in the know." Derived from the term used to describe these earlier movements, the term "hipster" reappeared in the 1990s and became especially conspicuous in the 2000s to the present.

Today's hipsters are generally associated with whiteness, indie music, a vintage fashion sensibility, liberal political views, organic and artisanal foods, as well as racial gentrification in urban neighborhoods in Brooklyn and select cities such as Portland, OR and San Francisco. Perhaps curiously, members of this subculture typically disassociate themselves from this cultural category, as outsiders often use the term hipster as a pejorative. In an attempt to understand why hipsters differentiate their actions from the hipster stigma, students will study the contemporary discourse about hipsters, along with a historical analysis of the term and its use in popular culture to get a better understanding of race, class, gender, and the commodification of style. Other topics for exploration include stereotypes, authenticity debates, hipster racism, so-called "hipster chic," the death of irony, hipster chic, "hipster run-off," the resentment of hipsters, and forecasts of "the end of the hipster.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH240
Prereq: None

AMST241 Childhood in America
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.

Offering: Host
Grading: OPT
Credits: 1.00

Gen Ed Area: HA-ENGL
Identical With: ENGL235
Prereq: None

AMST242 Mixed in America: Race, Religion, and Memoir
This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multi- or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI280, AFAM282
Prereq: None

AMST243 American Literature from the Colonial Period to the Civil War
This lecture course marks a path through American literature, moving from European fantasies and narratives of the conquest of the New World to representations of slavery, industrialization, and U.S. national expansion. We will begin by considering the role of "America" (both the idea and the real continents) in world history; the questions we raise will return often as we look closely at the literature. Whether sermon, imperial report to the metropole, memoir, poem, or novel, the forms of our texts differentiate them as much as their content sometimes unites them; therefore, we will examine the consequences, both political and aesthetic, of literary conventions. We will pay special attention to the relationship between texts and images (illustration, painting, iconography).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL203
Prereq: None

AMST244 Comparative Race and Ethnicity
This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular races or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: SOC240
Prereq: SOC151

AMST245 Personalizing History
How much are we shaped by our historical times and places? How much power do we have to make our historical conditions respond to our needs and desires? These questions and others are at the foundation of our class, which includes both memoir writing and memoir reading. We will construct narratives about our times and selves in a series of writing workshops. There will be some exercises where you will be asked to
AMST248 History of Musical Theater

This course is a survey of American musicals produced in theater and film, roughly from the 1940s to the present. We use early revivals of Oscar Hammerstein I’s SHOW BOAT and George Gershwin’s 1935 production of PORGY AND BESS as the entry points of our analysis and end with RENT. Using Broadway, Hollywood, the contemporary Chitlin Circuit, and regional theaters across the country as sites of investigation, we trace the development of American musicals as they traverse different racial, social, cultural, and aesthetic boundaries. In each case study, our analysis is supplemented by a review of historical production documents, theater criticism, and theoretical texts.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENG
Identical With: ENGL233, THEA208, MUSC276
Prereq: None

AMST249 Art After 1945

This course examines artistic production in the United States between 1945 and 1980. Artists in this period attempted to respond to the “caesura of civilization” brought about by the Holocaust and World War II, to contend with the consolidation of postwar consumer capitalism and mass culture, and to situate their work in relation to the far-reaching social upheavals of the 1960s and 70s. Practices linked to the early 20th-century avant-garde (such as abstraction, the ready-made, Dada, and surrealism) echoed in these years as attention shifted from the canvas and studio to greatly expanded contexts of reception and public experience. The boundaries of the art object transformed, in turn, as artists developed new forms and new models of spectatorship to confront a world that had placed enormous pressure on traditional concepts of humanist subjectivity. Topics include New York School painting, pop art, minimalism, process art, conceptual art, performance, and site-specificity.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA253
Prereq: None

AMST250 Decolonizing Indigenous Middletown: Native Histories of the Wangunk Indian People

Students will be introduced to the new field of settler colonial studies, the rapidly transforming field of critical indigenous studies, along with Native American history and historiography addressing southern New England. Taking up a decolonizing methodological approach, the class will focus on the sparsely documented history of the Wangunk Indian Tribe, the indigenous people of the place we call "Middletown," also known as Mattabesett. The Wangunk people, part of the Algonquin cultural group, historically presided over both sides of the Connecticut River in present-day Middletown and Portland, while their traditional territory reached as far north as Wethersfield and Chatham. Although regarded as “extinct” by settlers in the aftermath of King Philip’s War, 1675-78, the Wangunk continue to live into the 21st century.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST252 Confidence and Panic in 19th-Century U.S. Economic Life

The American age of go-ahead was also the age of panics, hard times, and depression. In this course we will study seven major panics between 1797 and 1929 and consider the conditions that contributed to the pattern of boom and bust in 19th-century American economy and society. We will devote special attention to how boosters and critics of American capitalism characterized its successes and failures, revisiting the popular tropes of Yankee entrepreneurialism, confidence games, and self-made men.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None
AMST253 Television: The Domestic Medium
Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, prime time dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH244, FILM349, FGSS243
Prereq: None

AMST255 Anarchy in America: From Haymarket to Occupy Wall Street
Anarchism as a political philosophy and practice is an important, but little known, aspect of American culture and society. This lecture/discussion course will introduce students to select aspects of anarchist political thought and praxis in the United States and the ways that anarchism has been represented positively, vilified, or dismissed. The class will have three parts: histories; philosophies and theories; and activism. In the history section, we will examine key events and periods from the late 19th century to the early 20th century, including the Haymarket affair; the plot to murder American industrialist Henry Clay Frick; the labor-organizing work of Lucy Parsons; the assassination of President William McKinley; the activism, incarceration, and eventual deportation of Emma Goldman and Alexander Berkman; and the execution of Ferdinand Nicola Sacco and Bartolomeo Vanzetti. In the philosophy and theory segment, we will examine anarchist theory as radical critique and review the different political traditions including individualist anarchism, socialist anarchism, anarcha-feminism, black anarchism, queer anarchism, indigenous influences and critiques, and other schools of thought. In the activism section, we will examine the diverse ways, including violent and nonviolent means, by which people mobilize and organize for political change through direct social and political action.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ENGL225, SISP225
Prereq: None

AMST256 Race and Medicine in America
This course will trace ideas of race in American medical science and its cultural contexts, from the late 19th century to the present. We will explore how configurations of racial difference have changed over time and how medical knowledge about the body has both influenced, and helped to shape, social, political, and popular cultural forces. We will interrogate the idea of medical knowledge as a "naturalizing" discourse that produces racial classifications as essential, and biologically based. We will treat medical sources as primary documents, imagining them as but one interpretation of the meaning of racial difference, alongside alternate sources that will include political tracts, advertisements, photographs, newspaper articles, and so on. Key concepts explored will include slavery's medical legacy, theories of racial hierarchy and evolution, the eugenics movement, "race-specific" medications and diseases, public health politics and movements, genetics and modern "roots" projects, immigration and new technologies of identification, and intersections of race and disability.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: SISP256
Prereq: None

AMST257 Darwinian Fictions
This class tracks the discourse surrounding evolutionary science as it circulated through various spheres of American intellectual life in the decades after the Civil War. If the ideas proposed by Charles Darwin and Herbert Spencer fundamentally changed the way scientists and politicians understood the natural world and human beings' relation to it, these ideas would also influence the way writers understood the function of literature. Best summed up by Emile Zola's suggestion that, through literature, we are capable of "possess[ing] knowledge of man, scientific knowledge of him, in both his individual and social relations," authors during this period began to explore the literary possibilities of evolutionary science. By reading works of literature alongside influential scientific treatises, this course encourages students to think about the kinds of knowledge literary experience gives us access to, and the relationship between literary knowledge and other disciplinary forms that emerged at the turn of the twentieth century.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL225, SISP225
Prereq: None

AMST258 Field Methods in Archaeology
Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to begin to unlock the day-to-day history of their past owners and users. On the triangle of land between Vine Street, Cross Street, and Knowles Avenue (known as the Beman Triangle), a community of African Americans began to build houses from the mid-19th century on land owned by one of their community, Leveret Beman. Although few above-ground traces now suggest the presence of this community, material about their lives survives in the record of their trash and other archaeological features that remain beneath the backyards of the houses on this land. In this class we will study the archaeology of this site, in partnership with members of the wider Middletown community, particularly from the AME Zion Church. This class will provide general training in historical archaeological field methods. Students will spend time each day participating in excavations on the Beman Triangle site or working on materials analysis in the Cross Street Archaeology Laboratory. Through practical work, students will learn excavation techniques, field recording, artifact analysis, and how to integrate relevant documentary and oral historical sources into archaeological interpretations. Academic material in the class will cover the archaeology of 19th-century African American communities,
archaeological field methods, and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ARCP
Identical With: ARCP373, ANTH373, AFAM327
Prereq: None

AMST259 Discovering the Person
This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine psychological phenomena that were located, catalogued, and explained by these sciences, including irrationality, sexuality, cognitive powers, personality, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and the will. Attention is also given to the scientific grounds for investigating persons, the empirical evidence sought in the century-long process of discovering and naming psychological kinds, and the modes of producing this knowledge (aggregate methods, case study, and theories). Readings include primary source documents, histories of the disciplines, and philosophical analyses.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: PSYC259, SISP259
Prereq: PSYC105

AMST260 Bioethics and the Animal/Human Boundary
In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late 20th and early 21st centuries. We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask, How is the human defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects, and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? To answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of animal/ity studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: SISP260
Prereq: None

AMST261 Pirates, Puritans, and Pequots: Literatures of the Renaissance Atlantic
This course opens the traditional canon of Renaissance literature westward, examining the connections between English Renaissance authors and the slaves, indigenes, and colonists living in and around England's emerging colonies in the New World. What picture emerges when New World authors ranging from Puritans to pirates to Pequots are put in sustained dialogue with the points of view of investors, planners, and dreamers "at home" in England? We'll answer this question by surveying a variety of texts and objects including travel narratives, pirate plays, utopian fictions, indigenous craftwork, maps, eccentric political tracts, diaries, colonial promotion materials, and early ethnographies produced by authors all around the Atlantic rim (some even in 17th-century Connecticut!). Together, we'll think about the relationship between these objects and slavery, religious radicalism, indigenous-European relations, inter-European conflict, exploration, and trade.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL261
Prereq: None

AMST262 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking Black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic and haptic performances that give over to a radical way of seeing, feeling and being in an anti-black world. Plays, films, and texts might include of Fred Moten, Alexander Weheiliye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong’o, Daphne Brooks, and others.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA266, AFAM266, ENGL263, FGSS276
Prereq: None

AMST264 Introduction to Asian American Literature
This course surveys how Asia and Asian Americans have figured in the U.S. cultural imaginary from the middle of the nineteenth century to the present, from Herman Melville's American epic Moby-Dick to Ruth Ozeki's comic novel about transnational television, trade, and activism My Year of Meats. As the choice of these framing texts suggests, we will be exploring two kinds of representations. On the one hand, we will examine the narratives, tropes, and images through which dominant American culture has envisioned its incursions into Asia and the reciprocal movement of Asians into the U.S.; on the other, we will also explore the ways in which Asian Americans have sought to represent their own varied and uneven encounters with U.S. culture. The course is organized chronologically in order to emphasize the ways in which these cultural artifacts reflect and influence their social and historical contexts. In the latter half of the course, as we enter the period beginning with the 1970s in which Asian American literature becomes an institutional category in its own right, we will add to this historical framework a number of other analytical frames that have emerged from within Asian American Studies.
itself: cultural nationalism; gender and sexuality; postcoloniality; cultural assimilation; and globalization.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL230, CEAS231
Prereq: None

AMST265 American Labor History from 1776 to Recent Times
By the sweat of thy brow shalt thou eat bread," the Lord enjoined in Genesis. But who did the hard work in the United States? How did they live? How were they organized? To what ends? Why has their power declined in recent times? These questions are explored in this course, which will reach back to the 18th century but highlight the 20th century.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST266, FGSS265
Prereq: None

AMST266 Future Visions: Temporality and the Politics of Change
What is the time of political change? This course explores alternative temporal frameworks embraced by artists, writers, activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders? We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, sexual, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, anthropology, African American studies, queer theory, feminist studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, asking, Are there other, perhaps more livable, temporalities? Next, we will consider the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia—alongside the ways historical pasts might be appropriated to serve nationalist ends. Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of apocalypse. Our readings include three texts that highlight the form and futures of political change: Theresa Hak Kyung Cha's Dictee, an avant-garde text that uses multiple genres (poetry, autobiography, history, photography, etc.) juxtaposing historical trauma and aesthetic experimentation; Kim Fortun's Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders, an experimental ethnography of environmental disaster and its aftermath; and Octavia Butler's Kindred, a speculative fiction about time travel and the memory of slavery. As we consider social change, revolutions, and new "ends" and beginnings, students are invited to explore current social justice movements.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ENGL265, ANTH205, FGSS266
Prereq: None

AMST267 Music and Downtown New York
This course will explore the history and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades: urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements, at the heart of dramatic cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day, are an essential part of American history. Much of the course will be devoted to discovering their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the civil rights movement and related notions of freedom, shifting youth cultures, music and politics, and avant garde aesthetics. Drawing from primary sources, we will read about and listen to recordings of a wide variety of musicians, view a broad cross section of film from the era, identify aesthetic and cultural trends, and study the local industry that supported them, including record labels, coffee houses, clubs, and concert spaces. Projects throughout the semester include written papers, individual and group presentations, and adding content to an interactive collaborative google map of the neighborhood.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC275, AFAM265
Prereq: None

AMST268 Race, Incarceration, and Citizenship: The New Haven Model
This course will explore the elements of local responses to contemporary criminal justice issues, drawing on current research projects in New Haven, Connecticut. The course will explore a variety of promising practices, which emphasize community engagement and individual citizenship over incarceration and punishment. Topics will include evidence-based practices to reduce criminal recidivism, mental health issues in the criminal justice system, treatment engagement, and the creation of valued roles in the community. Students will have the opportunity to participate in federal research studies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM269, ANTH269, CSPL269
Prereq: None

AMST269 New World Poetics
God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Massachusetts drawing rooms to Jamaican slave-whipping rooms. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature in our own time. Our poets ignored false divisions between art and society, and so will we.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL258
Prereq: None

AMST270 On The Border: Chicana/o, American, and Mexican Literatures and Cinemas
The U.S.-Mexico border as militarized zone. The border as desert wasteland. As ground for incarceration complexes for the illegal and
AMST272 Cultural Studies of Health

Nothing is more fundamental to the human condition than our most basic right—the right to healthy life. Tragically, this right is inequitably distributed across human bodies and populations, especially along axes of race, gender, class, age, and nationality. In fact, persons residing in the U.S. do not have a right to healthy life. Issues of health and illness are, quite literally, matters of life and death that are shaped by broader political and economic institutions in human societies. In neoliberal nation states like the U.S., the guardian of the right to live a healthy life is a highly bureaucratic and technoscientific form of corporate medicine. Medicine comprises a network of social institutions and technoscientific practices that people have created and use to diagnose and heal our bodily and psychic ills. While the practice of medicine has produced dramatic improvements in life expectancy and quality of life for billions of people, most people on the planet do not have access to basic medical care. Who thrives, who gets sick, who dies, and why constitute core questions for social justice. This course investigates the complex confluence of biocultural and cultural processes that shape the unequal experiences and meanings of health. Cultural studies of health document the role of medicine as a great instrument of power that both generates and alleviates suffering. As more and more areas of social life and parts of bodies are falling under the control of medicine (a process called medicalization), we must ask, What are the dynamics and implications of medicalization for human societies and cultures? Drawing on provocative readings and media from diverse fields in sociology and cultural studies of science, technology, and medicine, this course will investigate these questions and more with an emphasis on the answers to them might contribute to social justice and improve the conditions necessary for human thriving.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Identical With: ECON213
Prereq: ECON101 OR ECON110

AMST274 Economics of Wealth and Poverty

Who are the very wealthy and how do they acquire their wealth? Why is poverty still with us after almost 50 years of antipoverty programs? What explains rising inequality in the distribution of income and wealth? These are just a few of the questions that we address in this course. The problem of scarcity and the question of production for whom are basic to the study of economics. Virtually all courses in economics give some attention to this topic, yet few study the distribution of income in-depth. This course takes a close look at evidence on the existing distribution of income and examines the market and nonmarket forces behind the allocation process. Our investigation makes use of U.S. economic history, cross-country comparisons, and fundamental tools of economic analysis. Topics include normative debates surrounding the notions of equality and inequality, analytic tools for measuring and explaining income inequality, determinants of wage income and property income, the importance of inheritance, the feminization of poverty, and the economic analysis of racial discrimination. A central subject throughout the course is the role of policy in altering the level of poverty and inequality.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ECON
Identical With: ECON213
Prereq: ECON101 OR ECON110

AMST275 Introduction to African American Literature

This course is a survey of the history and traditions of African American literature from its earliest origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced
AMST276 Revolution Girl-Style Now: Queer and Feminist Performance Strategies
Looking to the rich cultural history of queer and feminist performance in the U.S, this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms “feminist” and “queer” come to determine a specific piece of theater or performance art. Is it the author's own political affiliation that establishes the work as feminist? Is it the audience's reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words “queer” and “feminist,” we will pair theoretical readings with theatrical sites. Authors and artists to be discussed will include Judith Butler, Paula Vogel, Holly Hughes, Beth Henley, Karen Finley, Samuel Delany, Nao Bustamante, Rebecca Schneider, Anna Deavere Smith, José Muñoz, Jill Dolan, Sylvia Rivera, Sharon Hayes, Sharon P. Holland, Bikini Kill, boychild, Lucy Lippard, Laurie Weeks, and Dean Spade.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: AFAM202, ENGL240, ENVS275, ARHA275
Prereq: None

AMST278 Performing the Posthuman: Music and Auditory Culture in the Age of Animanities
This seminar engages questions of musical difference by addressing representations, tropes, and examples of posthuman performance, animal musicalities, music mimetic of nonhuman aurality, and cross-species and multi-species performance. Throughout the course we will think across varied types and categories of sounds to explore and contextualize familiar questions about how we sing, play, perform, stage, and sound musical identity, examining the intersections among the humanities, science and technology studies, and the sonic arts. “Animanities” is the name attributed by scholars to the musical response to the dilemma facing the humanities to value, take into account, and take seriously the aural and performance worlds of the nonhuman. It is necessary to include all human, more-than-human, sentient and non-sentient, machine, and animal sounding and musicking into the fields of musicology, ethnomusicology, and sound studies. By listening across different kinds of auditory culture and sounding, scholars can interrogate questions addressing how traditions of listening shape our habits of perceiving others: how we hear nonhuman animals, how we incorporate nonhuman sounding into music composed by humans, how technology has played a role in the study and development of nonhuman and human musicality, and what it means to listen to and value sonic difference more broadly. Through discussions of musical and cultural difference that enrich ongoing discussions of race, gender, and sexuality we will come to a stronger understanding of music’s role in imagination and experienced natural worlds. Topics and case studies will include, among others, the pedagogies of audio bird guides; new age nature recordings, multi-species “collaborative” performances; sampled and electronically rendered animal and nature performance in digital video games; wildlife field recording and documentary soundtracks/sound design; forms of animal and environmental mimesis used by composers; the jazz aviary of exotic songbirds and chirping canaries in the publications and reception history of the 1930s through 1960s that document female jazz singers and virtuoso operatic sopranos; they way nonhuman animal behavior (e.g. the temporality of turtles) influenced experimental music communities; and how human musical language and terminology was used to describe the musicking of nonhuman animals in documents circulated by the National Audubon Society and other wildlife guides and field recording initiatives. This seminar draws on the classroom community’s interdisciplinary backgrounds and interests and readings and case studies that cross and challenge disciplinary boundaries, students can achieve success in this course without previous musical knowledge.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA317, FGSS317
Prereq: None

AMST277 One Night Only: Performance and Technology in the American Avant-Garde
Performance is usually defined by its presence on a stage, by its noise, mess, and theatrical flourish in the here-and-now. Media, on the other hand, is thought of as fixed, repeatable, and unchanging. In this course we will ask: What does it mean for media to perform and, conversely, what does it mean when performance is taped, digitized, and mediated? Using the perceived tension at the intersection of performance and technology, we will explore key performance studies terms such as liveness, presence, ephemera, performance, and documentation. We will examine technology and its uses in performances, as well as the relationship technology has to theories of performance more broadly. We will focus in particular on the relationship between media and performance in contemporary American performance. Students will be asked to contribute to a class website conversation, archive live performance, and produce keyword video dialogues. Texts and artistic sites will include Reza Abdoh, Dynasty Handbag, Adrian Piper, Vito Acconci, Nam June Paik, Todd Haynes, Genesis Breyer P-Orridge, My Barbarian, Walter Benjamin, Wendy Chun, Donna J. Haraway, Lev Manovich, Peggy Phelan, Brian Massumi, Lisa Nakamura, Alexander Galloway, and Mladen Dolar.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA267, FGSS267
Prereq: None

AMST279 Crossing the Color Line: Racial Passing in American Literature
Narratives of racial passing have long captivated readers and critics alike for the way in which they provocatively raise questions about the construction, reinforcement, and subversion of racial categories. This course will consider several examples of the “literature of passing” as it has been established as a category within African American literature alongside more ambiguously classified 20th-century narratives of ethnic masquerade and cultural assimilation as a way of exploring how literary
Using primary and secondary sources, we will examine major events and in North America as a contested and negotiated territory in imperial claims and the construction of new societies took place on a post-Communist Europe; an economically prominent China; the AIDS crisis and queer activism; increasingly molecular degrees of race, gender, class, and sexual identity.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: ENGL319
Prereq: None

AMST281 Ethics of Embodiment (FGSS Gateway)
Why is the human body such a contested site of ethical concern? Why are bodies thought to be so in need of description and regulation? Sexual practices, gendered presentations, bodily sizes, physical aptitudes, colors of skin, styles of hair—all are both intimately felt and socially inscribed. Bodies exist at the intersection of the most private and the most public and are lived in relation to powerful social norms. In this course, we turn to the critical work of feminist and queer scholars committed to analyzing how bodies matter.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FGSS
Identical With: FGSS210, ENGL211
Prereq: None

AMST283 Vodou in Haiti—Vodou in Hollywood
The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called *serving the spirits,* or "Vodou," this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. Vodou has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with "Vodoo" themes. This course explores the anthropology of Vodou as a religious practice and relates it to the cultural studies of North American representations of Voodoo. We will ask, What constitutes the thought and practice of Haitian Vodou? How is Vodou represented in American media? How can we analyze the patterns and tropes that operate in images of Voodoo? We will explore questions of religious ritual, political resistance and orality, secrecy and spectacle, authenticity and commodification, racism, media studies, and the ethics of representation.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI273, AFAM273
Prereq: None

AMST284 Early North America to 1763
From the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years’ War, North America was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on a continent long inhabited by powerful Indigenous groups. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (expansions, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease).

Offering: Crosslisting
Grading: A-F

AMST285 Decolonizing Discourses: An Introduction to Native American and Indigenous Studies
This class offers an introduction to the field of Native American and indigenous studies (NAIS) and its interdisciplinary approaches to the study of indigenous nations, cultures, peoples, and histories in the United States and around the world. Work in NAIS employs a range of critical perspectives to address histories of colonialism, settler colonialism, and decolonization; the mistreatment and misrepresentation of indigenous peoples and cultures; and the crucial role of indigenous peoples and tribal nations in shaping contemporary global cultures. We will explore critical issues facing Native communities, including legal and cultural identities, revitalization, environmental racism, transnationalism, indigenous feminisms, gender and sexuality, and indigenous sovereignty. In the process of interrogating these topics, we will read scholarship that introduces us to different methods of studying these issues and provides a solid basis in the history of Native North America and the global indigenous movement. In addition to reading foundational works in NAIS, we will draw on work in cultural studies, history, anthropology, settler colonial studies, critical race and ethnic studies, and literature, to understand how scholars have tried to make sense of the past, present, and future of Indigenous communities in the United States and around the world.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice
This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism—queer left, black radical, trans, immigration, prison abolition, and sex work—in the US. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, community archive), and gain insight into the histories and current realities of social justice movements, campus activism, the work of a radical imagination, art and activism, the impasse of the political present, and more. To put your theory into practice, you will undertake a semester-long radical research project on a queer issue or activist organization—past or present—of your choice.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS286, ANTH286
Prereq: None

AMST287 Contemporary Art Since 1980
This historically rooted introduction to contemporary art sets an anchor around 1980 and moves through the major debates of the last 35 years. This period gave rise to a remarkable range of historical transformations: a post-Communist Europe; an economically prominent China; the AIDS crisis and queer activism; increasingly molecular degrees of technological and visual mediation in everyday life; the consolidation of a globalized network of travel, communication, and capital; climate
change; and a seemingly perpetual "war on terror," to name only a few. This course attends to the changing vocabulary of approaches by which artists both intervened in these conditions and positioned their work in relation to a longer view of the history of art. Rather than a strictly chronological survey, the course attends to specific theoretical frameworks (postcolonial, feminist, antiracist, poststructuralist, etc.) and formal techniques (installation, video projection, social practice, public intervention, etc.) that fuel current practice.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA252
Prereq: None

AMST288 African American Urban Politics, Economy, and Policy
This course provides an introduction to the political experience and public policies that have significantly shaped, and continue to shape, the social and political life of African Americans and the urban environment. Although the course will explore historical themes, it will be mostly contemporary in its temporal focus. Topics will include African American political thought, leadership, and black political economy as well as voting, participation, party politics, and elected office (i.e., legislative and executive). Additional topics include housing and labor markets, healthcare reform, and issues of gender, class, age, and sexual identity at the intersections of black politics. Finally, the class will explore the role of race and police relations.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM219
Prereq: None

AMST290 Style and Identity in Youth Cultures
This course focuses on young people's engagements with commercially provided culture and their implications for identity formation. We begin in the postwar United States, when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people's intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH290
Prereq: None

AMST291 Afro-Asian Intersections in the Americas
This course explores a range of historical, cultural, and political intersections between African and Asian diasporic people in the Americas from the late 19th century to the present. Taking an interdisciplinary approach, we will examine key moments in the history of Afro-Asian encounters in the Americas, including the importation of slave and coolie labor in the 19th century, the formation of anticolonial and antiracist "Third World" movements in the United States and abroad, and the Los Angeles Riots of 1992. We will also study forms of cultural interracialism, from African Americans' mania for kung fu in the 1970s, to interracial buddy films like Rush Hour (1998), to the contemporary fiction of writers such as Patricia Powell and Charles Johnson.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST292 American Jewish Humor
This course is a look at American Jewish history through one particular lens—that of the peculiar phenomenon of Jewish humor. There is a long history of Jews and humor that has nothing to do with the immigrant experience in America, but the immigrant experience in America nonetheless has a great deal to do with the humor that has been produced by Jews in this country, particularly in the 20th century. We will read some historical background on American Jews and some humor theory as our foundation for our understanding of film viewings, short stories, stand-up comedy performances, and musical recordings. By looking at the way Jewish humor changed throughout the 20th century, we should, in the end, be able to chart the way the lives of American Jews were changing and have a deeper understanding of the American Jewish experience.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RELI278, CJST278
Prereq: None

AMST293 Politics of the Body
This course explores the operations of power on and in the body, drawing on the interdisciplinary fields of queer, disability, and transgender studies. We will examine the ways bodies are marked as deviant, abnormal, and/or pathological, considering where processes of sexed, raced, gendered, and able-bodied normalization intersect and where they diverge. Case studies will range from turn-of-the-century sexology to the modern freak show, the politics of passing, the science of homosexuality, the pleasures of trans and queer embodiment, the contemporary biopolitics of AIDS, eugenics and U.S. citizenship. Readings include theoretical, historical, and ethnographic approaches to power, difference, and the body. We will also read several memoirs to help us ground the body politics of life lived in the intersections of queer, trans, and disability.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS294
Prereq: None

AMST295 Rescripting America for the Stage
This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of source materials related to all forms of American culture from the revolution to hip hop. Initially our primary source material for adaptation will be Herman Melville's "Confidence Man." We will examine a range of performance texts adapted from nontheatrical sources, including Lin-Manuel Miranda's "Hamilton" and Dario Fo's subversive rewrite of Columbus' voyages,
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"Johan Padan and the Discovery of the Americas." Ancient Greek drama will also be studied for its dramatic structure and for its significance as a source for American adaptations like Lee Breuer's "Gospel at Colonus." This course counts as a workshop and techniques course for the Writing Certificate.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA221
Prereq: None

AMST296 America in Prison: Theater Behind Bars
This course will give students the opportunity to study theater as a tool for social activism and to apply that knowledge to practical work in institutions that are part of the American criminal justice system. No previous experience in theater is necessary. Students will be encouraged to use their own skills in music, art, and drama as they devise ways to use the arts as catalysts for individual and social transformation. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan’s Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of $6.00.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA115
Prereq: None

AMST297 Contesting American History: Fiction After 1967
The American novel of the late 1960s onward is preoccupied with history and the American past. Indeed, this obsession with history is central to what critics mean when they talk about postmodernity. This course will explore the theories of history fostered by novelists over the past five decades. What visions of American history do these novels construct and contest? How, if at all, do they change our notion of what counts as history? This course will try to understand what is at stake in the turn to history, how it shapes our understanding of the past, and what claims for and against fiction it makes.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL343
Prereq: None

AMST298 From Seduction to Civil War: The Early U.S. Novel
This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the U.S. during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation—political, commercial—in which the American novel was produced and consumed. We will begin with the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL209
Prereq: None

AMST299 Survey of African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston’s 1925 play COLOR STRUCK and August Wilson’s 2006 play GEM OF THE OCEAN serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL385, THEA323, AFAM323, FGSS323, HIST380
Prereq: None

AMST302 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice
Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover’s voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to composition in the poet’s effort to reshape memory and feeling in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric’s history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latinx/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL304
Prereq: None
AMST303 Museumizing: "Science," Stories, and the Arts of Native Americans
Together we will focus on the roles of "science" and art in the production of Native American subjects. In particular, we will investigate the boundaries between art and science and how these boundaries are constituted, shored up, and reified in relation to the production of Native American subjects. We will approach science and art in their most expansive senses to follow their shifting frontiers and chart their multiple intersections. Our boundary-crossings will analyze ethnography, collecting practices, media, historiography, linguistics, as well as storytelling, sculpture, museum installation, and performance. In doing so, we will move from the culturally produced–museum produced–Native American subject to a form of indigeneity as praxis, and this will offer us ways to rethink traditions while both working with and refashioning the critical theories at hand. Our primary metaphor here is walking somewhere between the anthropological and the art museum. Seeking to interrogate the limits of and to limit the power of knowledge production, our critical walking will shed light on art, institutions, and the politics of "making Indians.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST304 Techno-Orientalism
This class analyzes the ways Asians and Asian Americans have been tied to science and technology, an association that may seem obvious but is understudied. Throughout the course, the overarching theme of techno-Orientalism will help frame discussions of cyborgs, globalization, digital industry, labor, high-tech education, and economics. Students will understand how and why Orientalism—or the Western sense of people from the East as dangerous enemies/exotic foreigners—gets warped in the technological age. Key issues include the preponderance of Asians in scientific fields and technological industries and the popular representation of Asians as robots or cyborgs. Our seminar will explore how U.S.-Asian transnational relations shaped the rise of Asian high-tech superpowers like Japan, South Korea, India, Singapore, and China, as well as emergent powerhouse like Vietnam. The class focuses on the contemporary postmodern period, centering on the late 20th century to early 21st century. As an interdisciplinary seminar, we will cover the gamut of fields from sociology to literature to philosophy to technoculture studies.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: SISP304
Prereq: None

AMST305 Historicizing Latina/os
Together we will engage the historical experiences of Latina/os in the United States: colonizations, migrations, World War II, labor organizing, responses to "Americanizations," Latina/o civil rights movements, feminist and LGBT critiques, and cultural and aesthetic productions. Focusing on Mexicans, Cubans, Puerto Ricans, and Dominicans, and on matters of gender, race, and sexual orientation, we will consider questions such as: What global economic and political forces have shaped Latina/o populations? Where and how have various Latina/o groups settled and how have they been received? How have Latina/os contributed economically, politically, and culturally to the U.S.?
Offering: Host
Grading: A-F

AMST306 Historicizing Latina/os
and how have they been received? How have Latina/os contributed economically, politically, and culturally to the U.S.?

AMST307 Indigenous Politics
This seminar will feature select historical moments, geographical sites, and case studies to explore the complexities of life for indigenous peoples in the Pacific Islands and North America subject to the authority of the United States, Canada, and Mexico. The course will examine indigenous peoples’ varied political status in relation to questions of sovereignty and self-determination, structures of domination and resistance, and myriad forms of indigenous agency. Readings will focus on the recognition and assertion of collective rights, treaty rights and land claims, and self-governance under independent states’ and international law. Films and guest lectures will complement the required texts.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH307
Prereq: None

AMST308 Indigenous Mobilities
Indigeneity, by definition, calls into play complex relations to place. In this course, we will address contemporary Indigenous experience, politics, and imaginaries in the Americas by exploring questions of place as well as movement. How might our notions of Native American and indigenous peoples and cultures shift if we consider mobility as central to Indigenous life? How are connections to ancestral territories and homelands implicated in or altered by the increasingly globalized world we inhabit? Looking at indigeneity on the move, we will invoke notions of borders and boundaries and explore forms of geographic, social, and virtual mobilities, and their intersections with race, legal identity, and claims to space and place. We will look at the new forms of mobility evidenced by recent Indigenous transnational migration, as well as the histories of chosen and forced movement, displacement, and dispossession that continually shape Native American and Indigenous experience.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST309 Black Political Thought
This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology, critical race theory, and legal studies. How and why did these various ideologies and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and United States history?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST309, AFAM309
AMST311 Anthropology of Digital Media
Networked media technologies, from the Internet to mobile phones, are reshaping many aspects of daily life, selfhood, and society. While digital and electronic media seem to make the world smaller, ostensibly facilitating global flows of capital, people, goods, and ideas, this course examines how these technologies co-constitute particular kinds of subjects, accommodating some uses and modes of living more than others. Digital platforms and services, for example, are often designed with elite, technically savvy users in mind, yet are taken up transnationally in diverse and unexpected ways. Media, like other technologies, never exist separately from social life as independent agents of change, but instead emerge through contingent histories, material realities, constellations of discourse, and unequal distributions of power. This course introduces students to the anthropology of digital media and culture, drawing on empirical, ethnographic accounts from a variety of theoretical perspectives, including feminist technology studies, actor-network theory, queer theory critiques, new materialisms, postcolonial studies, and social informatics. Topics include space and place online, media publics, new transnationalisms, design anthropology, big data, social networks, virtuality and embodiment, the social construction of users, mobility and disability, and telecommunication infrastructures. We will consider emerging media practices in cross-cultural and transnational settings to examine the situated contexts of design and use, while asking broadly what consequences these technologies have for our social worlds. This course requires intensive reading and writing, including a final project that can be undertaken in a variety of ways, such as an original ethnographic or creative project exploring an emerging media practice.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH309
Prereq: None

AMST312 Indigenous Religion and the New Age: Inspiration or Appropriation?
Is imitation the sincerest form of flattery? This course examines the way in which indigenous religious practices, images, and ideas become appropriated into New Age religion. In GOD IS RED, Native American philosopher Vine Deloria Jr. argued that indigenous religion is superior to western Christianity and the Christian West has much to learn from it, but many indigenous people understandably object when their practices are copied by outsiders, decontextualized, and used to make a profit. Where is the line between respectfully learning from and disrespectfully appropriating? Why are indigenous practices so appealing to the New Age? How do New Age desires intersect with the needs and desires of contemporary indigenous practitioners, as well as national legal structures and neo-liberal economies? What are the contexts within which decontextualized indigenous practices and ideas become re-contextualized as New Age? We will read and deconstruct the classic manifesto of New Age spirituality THE TEACHINGS OF DON JUAN, examine the Ayahuasca patent case, and consider questions of intellectual property, cultural appropriation, and spiritual tourism.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM312, RELI312
Prereq: None

AMST313 After Orientalism: Asian American Literature and Theory After 2000
From early articulations of cultural nationalist pride to today’s transnational, intersectional, deconstructive, feminist, and queer critiques, Asian American studies is a field that has radically expanded and transformed since its original emergence out of the Third World and student strikes of the late 1960s. This course seeks to take the temperature of Asian America today by exploring a range of contemporary works published after the millennium, more than 30 years after the field’s inception. Alongside a selection of novels, poetry, short stories, and graphic novels by some of the most acclaimed contemporary writers in America, we will also consider critical and theoretical texts that offer different perspectives on our contemporary historical moment, exploring frameworks of modernity, postmodernity, neoliberalism, and the university as ways of situating contemporary Asian America’s aesthetic innovations. Though not required, it is strongly recommended that students have taken ENGL230 Introduction to Asian American Literature or a comparable substitute prior to enrolling.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL361
Prereq: None

AMST314 The United States in the Pacific Islands
The relationship between the U.S. and the nations and territories that comprise the Pacific Islands is complex and has historical and continuing significance in international and global affairs. American involvement in the Pacific was, and continues to be, primarily structured by strategic interests in the region. Oceania has been greatly affected by American colonial rule, temporary engagement, and neocolonial hegemony including economic, military, and cultural power. How did the U.S. come to dominate the Pacific basin? Using an expanded definition of the Western frontier, we will examine the Pacific as a region that was subject to imperialist development that was an extension of the continental expansion. The course will focus on the history of American influence in Hawai’i that culminated in unilateral annexation in 1898 and statehood in 1959, as well as the historical and contemporary colonial status of Guam and American Samoa, where questions of self-determination persist. We will also examine the Pacific as a nuclear playground for atomic bomb testing by the U.S. military and the U.S. administration of the Trust Territory of the Pacific after World War II until the self-governance of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau in the 1980s and 1990s.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH301
Prereq: None

AMST315 Entertaining Social Change
How has the systemic critique of social contradictions been popularized in modern times? We will consider the diverse strategies that artists, songwriters/performers, radical historians (working with cartoonists), and moviemakers have developed to entertain Americans--teach them, fascinate them, move them, persuade them, provoke them, make them laugh--so that Americans will be more inclined to entertain social critique. We will explore the popularizing (and the selling) of social critique in several genres: art (Barbara Kruger); graphic history (Howard Zinn, Paul Buhle); songs/song lyrics (Woody Guthrie/protest folksingers); folk-rockstars such as Crosby, Stills, Nash, and Young, Jackson Browne,
create new, hybridized forms of culture that have both local and global locally embedded resources in consuming global cultural forms and also national contexts, we will approach young people as agents who draw on continuity. Using ethnographically based studies of youth in a variety of (especially popular music, fashion, movies, and television) as sites for AMST321 Globalization and Localization in Youth Cultures
Prereq: Identical With: ENGL309, FGS3315, CHUM3334 Credits: 1.00 Gen Ed Area: SBS-AMST

AMST316 Television Storytelling: The Conditions of Narrative Complexity This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural practices and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH308, FILM319
Prereq: None

AMST317 Disability, Embodiment, and Technology
In this course, we will explore the relationship between the body and technology through the lens of disability studies scholarship. We will address the following questions: How is the dis/abled body imagined in technological discourse? How have technological advances transformed understandings of the dis/abled body? How have attempts to surpass physical limitations—from issues of accessibility to assistive technologies (such as cochlear implants and prostheses)—transformed definitions of disability? How do bodily norms shape constructions of disability, and how do other categories of difference—including race, gender, and sexuality—work to constitute ideas of able-bodiedness? Finally, how does the treatment of disabled bodies, and their relationship to technological progress, speak to broader anxieties about the nature of human embodiment in the modern world? To consider these and other questions, we will consult a wide range of texts, focusing primarily on disability studies scholarship, but also including perspectives from scholars of law, history, ethno- geographic studies, critical race studies, and science and technology studies.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: SISP317
Prereq: None

AMST321 Globalization and Localization in Youth Cultures
This course takes globally circulating forms of commercial youth culture (especially popular music, fashion, movies, and television) as sites for analyzing interconnected processes of cultural change and cultural continuity. Using ethno- graphically based studies of youth in a variety of national contexts, we will approach young people as agents who draw on locally embedded resources in consuming global cultural forms and also create new, hybridized forms of culture that have both local and global roots. In these emerging youthscapes, cultural flow is not simply from "West to Rest" but is multidirectional, as locally produced hybrid forms circulate across national boundaries and sometimes back to Western markets. In mapping such flows, we will focus on their implications for identity formation among youth. In what ways, we will ask, do young people in particular sociocultural locations use the production and/or consumption of commercial cultural forms in orienting themselves vis-à-vis global and local worlds and in imagining and pursuing possible futures? Designed primarily for anthropology majors, the course also admits students from other majors with serious interests in ethnographic youth-cultural research.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH324
Prereq: ANTH101

AMST323 Trauma in Asian American Literature
The relationship between Asian Americans and the U.S. nation-state has been understood by a number of scholars as reciprocally traumatizing. The incorporation of racially-marked Asian Americans into the U.S. has been historically perceived and figured as an incursion, a wound, a rupture in the homogeneity of a national body that must be managed through legal exclusions and discrimination. Meanwhile, many argue that these historical exclusions have in turn "traumatized" Asian American identity, such that, as Anne Cheng wrote, "in Asian American literature... assimilation foregrounds itself as a repetitive trauma." This course will examine the concept of trauma and the cultural work it performs in both Asian American fiction and criticism. As we explore the ways trauma has enabled certain discussions about immigration, assimilation, and historical memory, we will also ask questions about the limits of trauma as a model for understanding these processes and consider what discussions this widely prevalent paradigm might obscure or occlude.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: ENGL323
Prereq: None

AMST324 Earth Ear: Ethnomusicology, Soundscapes, and the Native American Music Archive
Leonard Crow Dog (Lakota) wrote in his autobiography, Crow Dog: Four Generations of Sioux Medicine Men, "We Crow Dogs had always had the 'earth ear,' maka nongeya, having the whole earth for an ear. It means you know what's going to happen before it happens. And you can also listen backward, way back, know the generations gone by." Relating the "earth ear" to contemporary technology, he says that it is made up of Inyan Tunka, an "ancient rock computer;" wakiksuyapi, a "hot line to the spirits" through the interpretation of signs; as well as the history sedimented in the Lakota language: a wonderful cyborgian concept that mixes memory, prediction, and the deep ancestral time of the oldest beings, rocks. This is a powerful manifestation of what ethnomusicologist Roshanak Kheshti has called aural positionality, "an ethnographic production practice that works through and with the formal capacities of sound so as to make use of the medium’s potential in constructing representations of culture." GPS for the ear? In Crow Dog’s account, a medicine man is describing a spiritual practice in relation to the earth; in Kheshti’s, an ethnomusicologist is accounting for an ethics of representation through her listening and production practices in the context of world music; but in both, it is a matter of attuning oneself through the ear. In this course, we will attune our ears to archives of Native American music by
paying close attention to the practice of ethnomusicology, theories of the archive and auditory cultures, issues of intellectual property (including the digitization and publication of archival materials), practices and values of production, and the repatriation of songs and revitalization of Native American ways of life. We will also explore Native American epistemologies and spiritual practices, as well as the sensory and affective aspects of sound. By focusing on the “earth ear” as a site of interaction, listening becomes an activity by which recorded sound’s social, ethical, and aesthetic positioning is conveyed to the listener. Through differential positioning, then, we will explore the intervals between sound and sight, singing and hearing, and music, sound, and language. With this in mind, we will conduct research in Wesleyan’s World Music Archives, while comparing it to alternative archives (such as the Women’s Audio Archive and various acoustic and sensory ecology archives) that question the archival conventions by which sound, music, and culture are constituted as a homogeneous whole and challenge the perpetration of relations of subordination between sound, sense, and identity.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: MUSC289
Prereq: None

AMST325 Native American Health: History, Sovereignty, Resistance
What are the major health disparities, challenges, and developments facing Native Americans and their communities across the United States? This seminar provides a historical overview of topics in health and healthcare pertaining to Native Americans during the 19th-21st centuries. The course is organized thematically, providing an overview of changes in the health of Native peoples in the U.S. over the past two centuries and the policies and practices that have been undertaken to limit disease and improve health. Individual sessions focus on critical issues and episodes that shaped this historical development. Some sessions center on significant diseases or health issues, such as diabetes or mental health; other sessions examine public health and community initiatives, forms of resistance, or modes of strategic intervention, such as new health legislation, the development of community-controlled health services, or transnational alliances.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST327 American Pragmatist Philosophy: Purposes, Meanings, and Truths
The course sketches and evaluates an American tradition of more or less overtly pragmatist thinkers in philosophy and the human sciences, stretching roughly from Emerson and Peirce at the beginning; through William James, George Herbert Mead, and John Dewey in the heyday of the pragmatist public intellectual; to recent and current writers as diverse as Cornell West, Robert Brandom, Richard Rorty, Ian Hacking, and Ruth Millikan. These thinkers offer variations on the premise that all meanings gesture not only backward to facts and things, but also forward to the practical circumstances and purposes of interpreters. As purposes shift, so do meanings, and as meanings shift, so does truth—whether these shifts are true to the meaning of the claim or true to the meaning of the world. What does it mean, then, to retain a sense of respect for truth? While some pragmatists believe that ideas can mean whatever we take them to mean, or that what is true varies according to what each individual finds convenient and expedient to believe. What does it mean, then, to retain a sense of respect for truth? While some pragmatist accounts do explicitly deflate the importance of the concept of truth, others claim not only to respect truth, but to offer an account of the place of truth in the world.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL321
Prereq: None

AMST328 The Immigrant City in the United States, 1880-1924
The formation, in the wake of massive migration, of ethnic cultural enclaves in U.S. cities played a decisive role in shaping both literal and figurative cityscapes in the years that American culture made the transition to modernity. This seminar examines the development of immigrant cultures to the urban context and the consequences of these cultures with the dominant WASP ideology shared by reformers, politicians, literati, and nativists alike. Particular attention will be paid to the ways in which these differences were modulated by class and gender systems. The connections between mass immigration and the emergence of mass entertainment will be explored with special attention to the film industry and amusement parks like Coney Island. Paintings, photographs, architecture, and films will supplement written sources.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST328, FGSS328
Prereq: None

AMST329 Issues in Latina/o Politics and Culture
This course explores the ways in which Latinas/os become legible as subjects in contemporary U.S. political and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of local labor patterns, the workings of transnational economies and power, and popular cultural narratives depicting Latinas/os in the U.S.-Latin America relations. The course offers an interdisciplinary approach, addressing a range of texts from different scholarly disciplines, including history, cultural studies, postcolonial theory, American studies, and political science, as well as popular cultural texts.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST330 American Utopias in the 19th Century
This seminar will examine expressions, both religious and secular, of the utopian impulse in 19th-century American culture. Community experiments launched by Shakers, transcendentalists, perfectionists, and feminists will be studied as manifestations of social and religious
turmoil and will be compared with their literary analogues. Utopianism as a philosophical, literary, and literal approach to solving social problems and constructing a more perfect nation-state has been a persistent and recurrent feature in American history. This seminar explores precursors in the long 19th century to more recent utopian theory and experimentation.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST330, RELI330
Prereq: None

AMST332 Topics in African American Literature: Charles Chesnutt and Pauline Hopkins
This course is meant to introduce students to an understudied period in African American literary history—the 1890s—and to two relatively understudied writers from that period—Charles Chesnutt and Pauline Hopkins. It is meant to broaden the reach of African American literary studies at Wesleyan.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL331, AFAM330
Prereq: None

AMST334 Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and black power movements saw an explosion of African American writing about slavery. In the past half-century, black writers have written award-winning novels that have given unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers—the slave narrative—into a fictional form that has served them as they dissect their own cultural moment.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL324, AFAM324
Prereq: None

AMST335 Radio Production and the Politics of Independent Media
This course will focus on radio production and the politics of independent media. With a focus on noncommercial radio, specifically community and college radio, class members will learn about the rise and fall of independent media in the United States as a political project, the continued importance of noncommercial radio, and the prospects for recuperating radio production as an alternative news medium in the service of civic engagement. Students will learn the techniques of radio production to create a research-based podcast. This course will entail collaborative work as well as interface with WESU radio station.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH335
Prereq: None

AMST336 Comparative Asian and Latina/o Immigrant Experiences
This seminar explores the comparative experiences and histories of Latinas/os and Asian Americans in the U.S. Over the course, we will cover a broad range of topics related to citizenship, discrimination, immigration, human rights, intermarriage, education, and housing segregation. Together we seek to understand how these two groups are connected in their political, economic, cultural, and social lives. The historical time frame of the readings and lectures will cover the mid-19th century period to the 21st century. There is a hemispheric approach that will discuss Asian migration to the Americas and Latina/o-Asian American foreign relations. As an interdisciplinary seminar, texts are drawn from various fields like sociology, political science, area studies, literature, gender studies, and labor studies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST

AMST338 Transnational Feminisms
This course will consider feminist theory, practice, and politics through a transnational lens. Using interdisciplinary methods, including historical analysis, cultural theory, queer theory, critical race theory, and postcolonial and diaspora studies, this course will ask students to engage with a range of texts that contribute to our understanding of what feminist thought is and how a feminist politics might function. Moving both chronologically and topically, this course will present feminism—as philosophy, scholarly critique, and political movement—as a process (or a range of processes) of trying to come to terms with forms of cultural power, resource inequality, and modes of institutional oppression. As such, the course will interrogate concepts such as empire, imperialism, community, and nation. We will think about the ways in which feminism responds to central identifications such as race, ethnicity, sexuality, and gender. Formative class queries will focus on the ethical project(s) of feminism(s), diverse and contradictory understandings of a feminist project, and how feminism might create, react, and respond to global issues of rights and recognition.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST

AMST340 Asian American Gender and Sexuality in Historical Perspective
This seminar explores the comparative experiences and histories of Asian Americans through the lens of gender and sexuality. Topics include sexual fetishes/orientation, dating, marriage, sexual violence/harassment, exoticism, queer politics, and gender expression/nonconformity. We will consider controversial "adult-themed" materials that will provoke discussion and critical thinking about what it means to Asian American and a sexual being. The historical time frame of the class will be mostly the late 17th century until the 21st century. There is an added transnational dimension with focus on sexuality in Asia. The seminar contains a cultural politics/sexual politics component that analyzes student activism and organizing around hotly contested issues. Through an interdisciplinary lens, texts will drawn from numerous fields of study including sexology, women and gender studies, literary studies, film studies, and sociology.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None
AMST342 Black Leadership in Historical Perspective
This course uses the lens of history to evaluate why some individuals are considered most effective as civic, elected, bureaucratic, and appointed leaders in African American history. The course will analyze social scientific models of leadership and then go into the historical record to discover meaningful and illuminating patterns. Careful consideration is given to the distinctive challenges posed by race, class, gender, sexual orientation, and institutional settings.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: FGSS344
Prereq: None

AMST343 Forgetting, Denying, and Archiving: A Hemispheric Perspective on Memory and Violence
This course will examine the ways in which violence has been represented and reproduced by various social actors. It will present students with key works on the politics of memory from North America, Central America, and South America. For the Latin American portion, the class will examine the memory of the turbulent 20th century with a special emphasis on the period after the Cold War when Latin nations were forced to confront the memory of years of military repression, disappearances, violence, and death. Students will come away with an understanding that memory is not fixed or pervasive but is, in many ways, a sociocultural construct dependent on various repertoires. Moving from South to Central America, it presents how violent events were denied, acknowledged, and transformed, while selectively archived in a culture pushing to forget but simultaneously immortalize and search for healing. For the North American portion, the class will examine memorialization in relation to indigenous populations and their encounters and ongoing struggles with settler colonialism, while blurring the boundaries through attention to "border thinking." By following a trajectory from the repression to the (re)production of memories, one that will in large part play out in the archives and their uses, the class will chart a number of responses to the various forms of colonization of memory.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: LAST343
Prereq: None

AMST344 Transgender Theory
This seminar will consider theoretical, political, and social understandings of what has been broadly defined as "transgender" identities. We will begin by interrogating the concept of gender itself, probing the centrality of Judith Butler’s theory of gender performativity and questioning modes of gender compulsoriness and inevitability. We will consider the relationship between the study of gender and scholarly disciplines including queer theory and feminist theory as well as American studies. The course will then focus more centrally on transnarratives of self and fights within queer and feminist communities over emerging trans articulations of personhood. Finally, the class will consider the diverse ways in which trans subjects struggle over the meaning(s) of trans narratives and the ways in which political rights and cultural legibility may be accessible or at times nonexistent for transpeople. In understanding transgender theory as a scholarly field, this course will focus on the following questions: What does it mean to be transgender? How can we (or can we?) delineate different modes of trans being (e.g., transsexual identity, genderqueer, and so on) in a meaningful way? What does it mean to transform a central tenet of one’s core self? Or, does the process of transgender existence consist more of a concretion of the real rather than a transformation of the self? How can trans narratives become legible to social and political articulations of personhood?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS344
Prereq: None

AMST351 Queer of Color Critique
We will will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider; What does it mean to study queerness and to study race? How do institutions—religious, legal, scientific—shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, class, etc., shape the ways in which we understand expressions of race and queerness?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS351
Prereq: None

AMST352 Diaspora, Border, Migration: Contemporary Latina/o Politics and Culture
This course employs concepts of diaspora, border, and migration to consider the ways in which Latinas/os become legible as subjects in contemporary U.S. political thought and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of global labor patterns and economic exploitation, and popular cultural narratives depicting Latinas/os and U.S.-Latin America relations. The course will explore the terms diaspora, border, and migration in depth, both to contend with these concepts as important ideas in the fields of Latina/o studies and American studies and also to use these terms to interpret, analyze, and decipher the role(s) Latinas/os play in a world built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will utilize an interdisciplinary approach, addressing a range of texts from different scholarly disciplines, including history, cultural studies, postcolonial theory, American studies, and political science, as well as popular cultural texts, such as films, comics, and music. In this course, we will interrogate the ways in which people, ideas, and resources fluctuate, ebb, and flow to track the consequences of such shifts. In trying to understand Latinas/os as a people(s), and Latinidad as an identity, we will question the nation-state as a regulatory force, try to unravel the significance of cultural hybridity, and discuss the effects of globalization and global capital in the contemporary world.
Offering: Host
AMST353 Health, Illness, and Power in America
In this class, we will explore the interlocking histories of health, illness, and power in America. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the "modern" body. Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic and those that are not; race- and gender-based approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the "unhealthy" body.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: SISP353
Prereq: None

AMST356 Queer Necropolitics
Since the 1980s AIDS epidemic, the politics of death have been central to queer conceptualizations of identity, selfhood, and community. Queer writers reflecting upon the early AIDS years often express a sense of ambivalence about their own survival in the midst of their friends and family dying with impunity. At the same time, queer studies scholars have argued that the AIDS epidemic literalized long-existing forms of symbolic death experienced by queer people. Indeed, the idea that "social death" is a precondition for queer identity has been taken up by many scholars across fields, especially at sites of intersectionality between sexuality, race, and class. In this course, we will explore the concept of necropolitics as it pertains to queer communities and ideologies. We will examine sites of literal queer death, through the history of the AIDS epidemic, the emergence of hate crime statutes, incidences of transphobic/homophobic violence, and the disproportionate incarceration of queer people of color. We will also examine sites of symbolic queer death, through the discourses of citizenship and belonging, criminalization, civil rights and exclusions. Concepts covered will include: Michel Foucault's work on biopolitics, Sarah Schulman's idea of homophobia as a pleasure system, Jose Esteban Munoz's work on queer futurity, Lee Edelman's work on queerness as the Freudian death drive, Judith Butler's work on the value of queer lives, Jasbir Puar's work on homonationalism and debility, and the burgeoning field of queer (in)humanism.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM356
Prereq: None

AMST361 Thresholds of Art and Activism Since the 1960s
Since the 1960s, a period marked by war and social upheaval, artists have navigated the contested boundaries of art and activism by turning to the street and inventing new strategies of performance, distribution, and collaboration. Exploding the familiar protocols of agitprop, they advanced a politics of representation as much as a representation of politics. Philosophical texts (Adorno, Benjamin, Deleuze, Habermas, Ranciere, etc.) support our engagement with recent debates in art historical scholarship (Bishop, Bryan-Wilson, Lambert-Beatty, McKee, etc.) as we consider contexts as diverse as the social movements of the 1960s, queer liberation, eco-critical activism, and Occupy Wall Street. Extending the 20th-century avant-garde's project to break down the division between art and life, our case studies (focused primarily but not exclusively on the U.S.: Emory Douglas, the Art Workers Coalition, Gran Fury, Women on Waves, etc.) provoke this seminar's central questions: Where is the line between art and activism? What value might that boundary continue to hold, and why? How must we assess the efficacy, ethics, and aesthetics of such practices? And what historical conditions have made them timely for artists?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: ARHA361
Prereq: None

AMST362 Television Storytelling: Consuming Darkness
This course investigates how and why a "dark sensibility" has emerged in television serials, with attention to its implications for television storytelling on the one hand, and for viewer practices and subjectivities on the other hand. While most evident on premium and basic cable channels, where it crosses dramatic and comedic genres, the downbeat tone has also been selectively incorporated into broadcast television and processed for wider distribution. What industrial and socio-cultural conditions have enabled such an affective shift in an industry that, since its early days, has been known for telling reassuring stories and promoting an ethic of consumption? Does the shift constitute a break, or can it be interpreted as an intensification of features long present in televisual formats? Is the contemporary taste for darkness among demographically valued viewers merely a marker of distinction, or does it reflect and reinforce a significant shift in mood among segments of the professional middle class? Can narratives about flawed protagonists, failed institutions, and limited possibilities nourish new forms of hope and provide resources for remaking subjectivities and reimagining futures?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: CHUM362, ANTH361, FILM362
Prereq: None

AMST363 Kill Anything That Moves: The Vietnam War in Literature and Film
This course examines various forms of literature and film to understand the legacies of one of the most transformative events in American culture and history: the Vietnam War. "Kill anything that moves" were the orders that American soldiers reportedly received while on the ground in Vietnam, yet, to a large extent, the historical focus on the American experience of the conflict has overshadowed other perspectives. Thus, this class will take a comparative approach, exploring works by canonical and non-canonical American, Southeast Asian, and Southeast Asian American authors and directors. Among the diverse genres we will study
are prose, poetry, graphic narrative, and narrative and documentary film. To think about the Vietnam War’s broader relevance, we will situate the works under study within current debates concerning refugees, genocide, human rights, and the complex politics and aesthetics of war representation. Students will have the opportunity to investigate an under-studied aspect of the Vietnam War toward the end of the semester.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL244
Prereq: None

AMST371 American Autobiography
This course will explore various forms of life writing—autobiographies, memoirs, graphic narratives, fictional autobiographies—to understand how authors make and unmake the American "I." We will focus on how autobiographical selves relate to various categories of region, nation, and transnation, as well as how they are shaped by histories and legacies of travel, migration, slavery, and war. Toward the end of the course, we will consider how new technologies of writing the self, from Twitter to Facebook, are transforming the landscape of life writing.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL273
Prereq: None

AMST372 North of America: Creating Canada in the 19th Century
The American Revolution created two new nations: the U.S. and, later, Canada. Colonies in North America that remained loyal to the empire underwent a revolution of their own as Loyalists, French Canadians, Native Nations, and thousands of immigrants from Europe settled in established provinces, expanded west and created new colonies, and eventually created a country. This seminar will introduce students to what happened north of America after the Revolution, specifically in the places that later became Canada: from politics to social life, rebellions against the government to conflicts with Native nations, labor unrest to the challenges facing women and ethnic minorities, and, of course, the constant pressures coming from the growing Republic to the south. We will focus on moments of major historical significance as well as the daily existence of regular subjects and citizens with the ultimate goal of understanding how Canada developed as an alternative to the U.S.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST372
Prereq: None

AMST379 Christianity and Sexuality
This course will explore a range of Christian teachings on attitudes toward, and technologies of, sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and transgendered practices and identities, and reproductive rights.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RELI
Identical With: RELI379, FGSS309
Prereq: None

AMST386 Mapping Metropolis: The Urban Novel as Artifact
Taking as its starting point an obscure detective novel published in 1874 subtitled A TALE OF HARTFORD AND NEW YORK, this seminar will explore the many facets of urban culture in Gilded Age America. With a primary focus on New York City, students will reconstruct the social, commercial, institutional, and intellectual worlds that constituted the nation's metropolis in the aftermath of the Civil War. Clues in the novel suggest ways of mapping class, gender, and race in the city's social geography. The novel comments perceptively and acerbically on manners, mores, religion, politics, and publishing in the Gilded Age. Institutional structures to be investigated include fashionable churches, department stores, charity nurseries for working mothers, jails, and police courts. Kleptomania, epilepsy, and alcoholism figure prominently in the narrative. Popular entertainment in bourgeois parlors, saloons, and gaming halls enlivens the text. The novel also charts the beginnings of the colonial revival movement with its emphasis on historic preservation. The class will collectively construct an archive of primary sources that reveal the understandings of city life that prevailed among the novel's original audience. The seminar offers students the opportunity to pursue original research as principal investigators on key topics in urban cultural history.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST396
Prereq: None

AMST391 Religion and the Social Construction of Race
In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI391, AFAM280
Prereq: None

AMST393 Materia Medica: Drugs and Medicines in America
This course investigates the identification, preparation, and application of drugs and medicines in the U.S., emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include early modern European prospecting for medicinal plants, the development of an international drug trade, and the formation of national pharmaceutical markets in the U.S. in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the U.S., students are expected to develop competencies in historical research using primary and
secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST393, SISP393
Prereq: None

AMST398 Queer/Anthropology: Ethnographic Approaches to Queer Studies
This advanced seminar brings together queer theory with cultural anthropology to ask, Can there be a queer anthropology? Cultural anthropology and queer theory are sometimes opposed—some anthropologists find queer studies excessively theoretical, narrowly interested in Western forms of knowledge and power, and given to abstracted critique rather than social explication. Yet even as anthropologists problematize queer theory’s assumptions, methods, and boundaries, queer theoretical insights and frameworks have generated new questions and approaches in the anthropology of sexuality—just as anthropology’s interest in the global, the comparative, and the ethnographic have enriched new work in transnational queer studies. This course explores the possibilities of productively juxtaposing, combining, and even opposing anthropology and queer theory.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH398, FGSS398
Prereq: None

AMST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

AMST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

AMST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

AMST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

AMST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

AMST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

AMST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

AMST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

AMST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

AMST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

AMST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

AMST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

AMST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

AMST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

AMST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

AMST470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: None
Prereq: None
AMST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member’s course for academic credit.
Offering: Host
Grading: OPT

AMST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member’s course for academic credit.
Offering: Host
Grading: OPT