Wesleyan’s Department of American Studies provides a broad grounding in the study of the United States in a hemispheric and global context. American studies majors draw on the intellectual resources of a variety of departments including anthropology, English, history, religion, and sociology, as well as interdisciplinary programs such as Latin American studies, African American studies, and feminist, gender, and sexuality studies. Individually designed concentrations, which are the hallmark of the department, allow students to forge interdisciplinary approaches to the particular issues that interest them, from visual culture and aesthetics to racial politics and gender systems.

Alongside its interdisciplinary emphasis, American studies at Wesleyan stresses a comparative approach to the study of the United States. Such prominent features of U.S. cultural development as settler colonialism, franchise colonialism, slavery, immigration, imperialism, capitalism, mass culture, gender and sexuality, race and ethnicity, political culture, the importance of modern social and political identities, and state development are juxtaposed to similar processes and phenomena in a variety of nations in the Americas. By studying cultural phenomena across national boundaries, American studies majors develop a rich understanding of the complex histories that have resulted from the conflict and confluence of European, Indigenous, African, and Asian cultures throughout the Western Hemisphere and the Pacific.

**FACULTY**

Matthew Carl Garrett  
BA, Bard College; MA, Stanford University; MPHIL, Cambridge University; PHD, Stanford University  
Associate Professor of English; Associate Professor, American Studies; Coordinator, Social, Cultural, and Critical Theory

Megan H. Glick  
BA, Northwestern University; MA, Yale University; MPHIL, Yale University; PHD, Yale University  
Assistant Professor of American Studies; Assistant Professor, Science in Society; Co-Coordinator, Disability Studies

Laura Grappo  
BA, Wesleyan University; MA, Yale University; MPHIL, Yale University; PHD, Yale University  
Assistant Professor of American Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

Patricia R. Hill  
BA, College of Wooster; PHD, Harvard University  
Professor of American Studies; Professor, History

Indira Karamcheti  
BA, University Calif Santa Bar; MA, University Calif Santa Cruz; PHD, University Calif Santa Bar  
Associate Professor of American Studies

J. Kehaulani Kauanui  
BA, University of California, Berkeley; PHD, University Calif Santa Cruz  
Professor of American Studies; Professor of Anthropology; Chair, American Studies; Director, Center for the Americas; Coordinator, Caribbean Studies

Elizabeth McAlister  
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Professor of Religion; Chair, African American Studies; Director, Center for Latin American Studies

Joel Pfister  
BA, Columbia University; MA, University of Sussex; MA, University of London; PHD, Yale University  
Olin Professor of English; Professor of English; Professor, American Studies

Amy Cynthia Tang  
BA, Harvard University; PHD, Stanford University  
Associate Professor of American Studies; Associate Professor of English

Margot Weiss  
BA, University of Chicago; MA, Duke University; PHD, Duke University  
Associate Professor of American Studies; Associate Professor of Anthropology; Chair, Anthropology; Associate Professor, Feminist, Gender, and Sexuality Studies; Co-Coordinator, Disability Studies; Coordinator, Queer Studies

**AFFILIATED FACULTY**

Claire Grace  
BA, Brown University; MA, Middlebury College; PHD, Harvard University  
Assistant Professor of Art History; Assistant Professor, American Studies

**DEPARTMENTAL ADVISING EXPERTS**

Patricia Hill; J. Kehaulani Kauanui; Joel Pfister; Margot Weiss; Indira Karamcheti; Amy Tang; Laura Grappo; Matthew Garrett; Elizabeth McAlister; Megan Glick

- Undergraduate American Studies Major (catalog.wesleyan.edu/departments/amst/ugrd-amst)

**AMST117F Social Norms and Social Power (FYS)**

This FYS is an interdisciplinary exploration of the privileges and penalties associated with “the normal” in the United States. We will think through the intersections of queerness, race, ethnicity, class, disability, and gender in terms of social power, drawing on novels, ethnographies, memoirs, and films. Throughout, we will pay particular attention to the ways bodily difference and social identity interarticulate with “normalization” to locate individuals within hierarchical power structures, and we will think creatively about ways to challenge this.

Offering: Opt  
Grading: Opt  
Credits: 1.00  
Gen Ed Area: SBS-AMST  
Identical With: FG55117F

**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 will survey a range of social theories that propose ways to rethink the binaries that structure social life—such as mind/body, theory/practice, feeling/thinking. Then we will 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, students 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 they 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: FGSS222, ANTH226
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-AMST
Prereq: None

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) 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. We will journey 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 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 as well as 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
Identical With: MUSC122
Prereq: None

AMST125F Staging America: Modern American Drama (FYS)
Can modern American drama—as cultural analysis—teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized 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, Nozake 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: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL175F, COL125F, THEA172F, FGSS175F, AFAM152F
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: Cr/U
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 photocollage, 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 queued archives and restored 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?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA172
Prereq: None

AMST174 Popular Culture and Social Justice: An 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 Soundscape 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 log 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 the recorded sound in 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 enculturated 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

AMST178 Sites of the Self: Maps, Gardens, Houses: An Introduction to American Studies
We are where we are. We make ourselves out of the places we create and inhabit. This course examines three of the artifacts/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 recreate lost paradises; and houses embody their inhabitants. Using literature, images, and film, we will discuss global maps—from medieval mappamundi to satellite imagery; visions of paradise, celestial and earthly; private and public gardens, emphasizing the central role of Frederick Law Olmstead; and ideas about houses, ranging from the 19th century designer and horticulturalist Andrew Jackson Downing to the 20th century Buckminster Fuller, often credited as the originator of the geodesic dome, one example of which is Spaceship Earth at Epcot Center, in Walt Disney World. We will end with an examination of the recent proliferation of design shows on Home and Garden TV.

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

AMST179 Contemporary U.S. Politics: An Introduction to American Studies
This course will focus on contemporary politics in the United States. We will cover topics such as populism and the Trump presidency, current political narratives concerning immigration, the rise of the "alt-right," debates over free speech, race and civil rights, state violence and the prison system, sexual assault and the abuse of power, gay respectability politics vs. queer cultural politics, the workings of late capitalism, and the possibilities of environmental justice.

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).

Offering: Host
Grading: OPT
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. With a focus on the interactions of Indigenous, European, and African peoples, the course introduces diverse theoretical and methodological approaches to a range of issues and topics. We examine the distinctions between franchise colonialism and settler colonialism; the organization of production, including state labor systems, chattel slavery, and indenture; governance and colonial bureaucracies; the formation of colonial cultures, the emergence of race as a social category, and the ascendancy of white supremacy; independence movements and the emergence of nation-states; and contemporary indigenous politics and decolonization struggles.

Offering: Host
Grading: OPT
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
Identical With: FGSS201
Prereq: None

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
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 attempt 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
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

AMST212 Edgar Allan Poe and Literary Culture
Edgar Allan Poe is best known for his grotesque characters and macabre plot-twists. But though Poe seems capable of offering readers only a very specific form of literary experience - dark, brooding, atmospheric - what’s striking about his work when taken as a whole is its variety. Poe was a writer of short stories, a poet, a novelist, an essayist, and an editor. He invented the detective story, wrote science fiction, and published tales of romance, family discord, and horror. This course sets out to appreciate Poe's eclectic literary output in the context of the emergent nineteenth-century publishing industry, seeing Poe - whether playing the role of novelist, poet, or critic - most of all as a writer struggling to earn a living in the 1830's and 1840's.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL212
Prereq: None

AMST213 African American History, 1444-1877
This course examines the historical interactions between peoples on three continents—Africa, Europe, and the Americas—and the consequences of European colonization, trans-Atlantic slavery, and racial capitalism. Focusing on a period from the Antiquity to the late 19th centuries, we will explore how European notions concerning Africa its peoples evolved over millennia in response to shifting political, economic, and demographic circumstances. We will chart how Africans and their descendants in the Americas experienced and responded to colonialism. And we will analyze how debates concerning enslavement and freedom, indigeneity and civilization, and pan-Africanism and national citizenship played out across the African Diaspora and in the United States.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM203
Prereq: None

AMST218 Introduction to Queer Studies
This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual, and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by "queer studies"? How do institutions—religious, legal, and scientific—shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings 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: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS218
Prereq: None
In the third part of the course, we will directly engage with contemporary politics, and ask how the political, economic and social transformations of the past few decades matter for electoral politics. What do voters want? How does voter ignorance impact on policies and electoral outcomes? What have been the trajectories of the left and conservative movements in the US? We are told that populist politics is on the rise in the US. What does populism mean? What varieties of it do we see in contemporary American politics? How about the salience of fear in American political discourse? How does fear work in contemporary American politics? How do politicians and fringe organizations mobilize and capitalize on racial and religious fears?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: SOC222
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 (e.g., the Great Vowel Shift, Grimm's Sound Change laws), sense (e.g., grammar, vocabulary, usage), and standardization (e.g., 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: HA-AMST
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: LAST220, COL225, FREN225, AFAM223
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
This course surveys the history of the United States over the twentieth century. Central themes include the rise of consumer capitalism, immigration and changing notions of American citizenship, liberalism and empire, desegregation and suburbanization, environmentalism and the expansion of the federal government, and neoconservatism and the resurgent political power of corporations. From dams to drive-throughs, students will also study the international context in which the modern United States evolved.

Offering: Crosslisting
Grading: OPT
AMST231 Rightwing Movements in the Age of Trump
This course explores the socio-cultural, ideological, and affective contours of contemporary American far-right political culture. Course readings theorize the nature of ‘rightwing’ politics in general, provide ethnographic insights into particular movements and policy platforms, and trace the rising impact of rightwing attitudes in the age of Trump. We focus on connections and disconnections between a range of communities that comprise the so-called ‘big tent’ of the American right, including white supremacists, free market libertarians, Christian fundamentalists, and conspiracy theorists. Over the course of the semester, students will gain conceptual tools for better understanding what is at stake for these groups and how those stakes shape their political practices and goals. We will also reflect on how this knowledge might shape our own political viewpoints and tactics moving forward.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH225
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 includes 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.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA246
Prereq: None

AMST233 Global Queer Studies
This course explores global experiences of LGBT/Q life. Drawing on ethnography and film, we will explore queer and trans life outside the US and Western Europe, bringing an explicitly transnational lens to a field too often dominated by US-centered perspectives.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH233, FGSS233
Prereq: None

AMST234 What Was the Public Sphere?
The origins of the American Revolution are often thought to be found in the emergence of the "public sphere." In addition to organized boycotts and mass demonstrations, colonists in the 18th century also started a paper war with Great Britain, articulating their demands through newspapers and pamphlets, and mobilizing an intercolonial public of readers. This course will explore the material and social conditions that gave rise to the public sphere. We will examine institutions that helped produce new forms of political affiliation. We will consider the role of rational discourse in expressing and adjudicating political claims. We will ask whether the public sphere ever actually existed, and whether it does—or can—exist in our current historical moment.
Offering: Host
Grading: A-F
differentiate their actions from the hipster stigma, students will study the use of the term hipster as a pejorative. In an attempt to understand why hipsters typically disassociate themselves from this cultural category, as outsiders often operate in relation to gender and sexual politics. 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; and reproductive technologies and rights.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AMST240

AMST237 Histories of Modern U.S. Gender and Sexuality
This course will explore constructions of U.S. 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 sexual politics. Topics covered will include: queer 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 dissociate 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 "blipsters," 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

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: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL, SBS-AMST
Identical With: ENGL235

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 multiracial 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: OPT
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI280, AFAM282

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 this course, 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 research specific aspects of your times and places. For example, you might be asked to research and write about such questions as when and where were you born, what were the major cultural or political currents of that time, and how was your early childhood influenced by them? Or you may be asked to bring in a photograph of someone important in your personal history and write about that person.

The memoir is a distinct genre, with topics/themes particular to it. Some of the most important are memory itself, childhood, place and displacement, language, loss/trauma/melancholia/nostalgia, self-invention or transformation, and the doubled narrative, the narrative frame.

AMST246 Social Movements
How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: FGSS256, SOC246
Prereq: SOC151

AMST247 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the “antidote to civilization,” Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region’s history, mythology, and aesthetics.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM243, ENGL243, LAST247
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 twentieth century avant-garde (such as abstraction, the readymade, Dada, and surrealism) echoed in these years, reconfiguring themselves in relation to emergent discourses around information technology, feminism, post-humanism, and cultural studies, to name just a few important intellectual loci. The boundaries of the art object and its contexts of reception transformed radically in these years 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. A broader creative ecosystem inclusive of mass culture, design, dance, music, experimental architecture, and photography will additionally be considered.
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, 1675-1678, the Wangunk continue to live into the 21st century.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST251 Contemporary Puerto Rican Art and Literature
This course studies the works of contemporary Puerto Rican filmmakers, performance artists, poets, novelists, painters, conceptual artists, musicians and sound artists. Puerto Rico continues to be one of the U.S. military’s and its corporate guises’ favorite laboratories; its beauty and complexity are part of what filmmaker Beatriz Santiago Muñoz calls a “chimerical ecology.” In this
course, we will think with this key phrase, “chimerical ecology,” and many aesthetic survival strategies generated by contemporary Puerto Rican literature and art. We will consider the many forms of camouflage set into play in this “chimerical ecology,” which reveal the multiple forms of destruction at work by the U.S. war machine, the debt crisis, tourism, and other forces, and the forms of resistance, transformation, and life that only art help us sense. How do you prepare to see what is camouflaged? How do you get ready for what you don’t know? Can we reshape our sensorium to feel out and make possibilities that capitalism and settler colonialism render impossible? We will study what appears to hide out in language and visual codes, along with the disidentifying discourses, counter-discourses, aesthetics, poetics, and live art forms that transform the sensorial experiences of space. Students who do not read and think in Caribbean Spanish are very welcome to take this course, but a minimally playfully bilingual attitude is encouraged.

Offering: Crosslisting

Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL231
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-HIST
Identical With: HIST227
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; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime 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-AMST
Identical With: SISP256
Prereq: None

AMST255 Anarchy in America

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 Ferdinando Nicola Sacco and Bartolomeo Vanzetti. In the philosophy and theory segment, we will examine anarchist theory as radical critique and review various political traditions including individualist anarchism, socialist anarchism, anarcho-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: SISP256
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, and newspaper articles. 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 course 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: OPT
contexts in which these advances emerge, imagining the realms of scientific
consideration of medical, scientific, and technological advances and their effects
through the lens of bioethics. We will define bioethics as the study of the ethical
consequences of these discoveries for public as well as private life. We examine
extensions of psychological ideas to institutions and policy formulations, and the
kinds of persons who were “discovered,” the techniques of discovery, the
material in the class will cover the archaeology of 19th-century African American
communities, archaeological field methods, and studies of how community
archive 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: ANTH373, ARCP373, AFAM327
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
archive 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-AMST
Identical With: ENGL225, SISP225
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: SISP259, PSYC259
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 will
answer this question by surveying a variety of texts and objects including travel
narratives, pirate plays, utopian fictions, indigenous craftwork, maps, ecclectic
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 will 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: SBS-AMST
Identical With: ENGL261
Prereq: None
AMST262 Beyond the Talking Book: Reading African American Literature in the
Newspapers
The majority of late-nineteenth and early twentieth century African American
writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois,
and Cyril Briggs, published their work in African American periodicals. In this
course, we will examine the works of these canonical authors (as well as some
lesser known ones) in their original publication context, the magazine archives
of The Christian Recorder; The Anglo-African Magazine; The Colored American
Magazine; The Crisis; The Crusader; Opportunity; and Fire!! The guiding question
in our readings is this: how does our understanding of these canonical texts
change when we read them in their original context—as either serial novels, or
as components of a larger composite magazine, consisting of multiple different
texts and images? In addition to honing students’ literary close-readings skills,
this course aims to teach students how to do original research and critically
engage with multi-genre, mixed forms like the magazine.
Authors we will read include: Frederick Douglass, Charles Chesnutt, Frances
In order to get a better understanding of the literary conventions of the serial
form, students will read one of the assigned serialized novels (Pauline Hopkins’ Of One Blood) in its original installment-format, week-by-week. Reading these works serially will also enable them to play closer attention to each installment’s relationship to its surrounding texts and images.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL262, AFAM261
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 19th 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 United States; 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: FGSS265, HIST266
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 Dictée, 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 E. 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: FGSS266, ANTH205, ENGL265
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 (the 1950s and 60s): 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. 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: CSPL269, ANTH269, AFAM269
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

AMST271 The 1850s
The 1850s was a period of tremendous social unrest in the United States. And yet, for all of its upheavals, the decade that immediately preceded the Civil War also witnessed the publication of some of the country's most iconic works of literature, what a later generation of scholars would call the "American Renaissance." This course sets out to explore the relationship between literature and its historical context(s). What were the material, political, and economic conditions that led to the production of so many great works of American literature? How does a literary text overcome its own embeddedness in history to become a "classic," a work of universal, timeless value? Keeping our own historical moment in mind, this class will examine the 1850s to determine whether periods of political turmoil produce better literature. (Let's hope that they don't)
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL267
Prereq: None

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 technological 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 embroidery of biosocial 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: SOC259, SISP262
Prereq: None

AMST273 Diasporic South Asian Writing and American Studies
The South Asian diaspora spans the world; communities are located in Africa, the Middle East, England, North and South America, the Caribbean, as well as Southeast Asia. Using novels, poems, short stories, and film, as well as scholarship on history, this course will focus upon the literary and cultural production of the South Asian diaspora in the United States. We will examine the conditions of historical arrival and identity-making under shifting regimes of politics, economics, and culture. What does being in the United States mean for the claiming of "Indian" and "American" identities, and how is this reflected in relationships with other ethnic or racial communities? The relationship with an often romanticized "India" is a central question, expressed through the concepts of diaspora, exile, and transnationalism. Consequently, what are the conditions of "authenticity," and of cultural authority? What aesthetic forms, questions, and issues express or preoccupy the artists of the South Asian American community?
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: ENGL276
Prereq: None

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 by people of African descent from the 18th to the 21st centuries. The courses will focus on the ways African Americans used literature to document their New World experiences, bear witness to enduring traditions, and shape American society. We will work with
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: THEA267, FGSS267
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, Nan 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: FGSS317, THEA317
Prereq: None

AMST278 Performing the Posthuman: Music and Auditory Culture in the Age of Animanities

"Animanities" takes seriously the aural and performance worlds of the nonhuman. "Posthuman," according to the Oxford English Dictionary (OED), refers to the idea that "humanity can be transformed, transcended, or eliminated either by technological advances or the evolutionary process; artistic, scientific, or philosophical practice which reflects this belief." This seminar engages questions of musical difference by addressing posthuman performance, the musicality of animals, music that imitates nonhuman sound worlds, and cross-species and multi-species performance. Throughout the course, we will think across varied types 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. Our explorations will cross through the fields of musicology, ethnomusicology, and sound studies. By listening across different kinds of sound cultures, we will interrogate 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 imagined and experienced natural worlds. Topics and case studies will include 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 recordings and documentary sound design, forms of animal and environmental mimesis used by composers, the way nonhuman animal behavior influenced experimental music communities, and descriptions of the musicking of nonhuman animals 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 as well as readings and case studies that cross and challenge disciplinary boundaries. Students can succeed in this course without previous musical knowledge.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC287, ENVS287
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 and filmic texts invoke, interrogate, and otherwise explore categories 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
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 new computer games, with "Voodoo" 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 (explorations, 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
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST237
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 United States. 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, and 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, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization—past or present—of their choice.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH286, FGSS286
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 thirty-five 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 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, poststructural, etc.) and formal techniques (painting, sculpture, installation, video projection, social practice, public intervention, web-based art, 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
Lived experiences of precarity in the contemporary United States from an ethnographic perspective. We examine how forms of neoliberal governance and economic restructuring come to bear on constructions of difference such as class, race, gender, and citizenship in ways that implicitly frame structural inequality as natural. Course readings highlight how Americans navigate and reckon with the various forms of inequality, precarity, and injustice they face in their daily lives.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH297
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 United States 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 Labor and Religion in American History
This seminar will explore how religious faith, ideas, and organizations influenced labor over the course of American history since the Industrial Revolution. It will begin with Old and New Testaments, Marx and Engels, and some of the path-breaking work on religion in the English working-class, then focus on America including the social gospel, Christian socialism, the Catholic Church and labor unions, black churches, immigrant churches, militant secularism (itself a kind of faith), the influence of faith of employers and mediators, and other aspects of the subject.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: 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, Latina/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: AFAM305, ENGL304
Prereq: None

AMST306 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 United States?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS306
Prereq: None

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 borderlands 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
U.S. history?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AFAM309, HIST309
Prereq: None

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
**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 siting contemporary Asian American'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 United States 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 United States 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**

Our seminar advances critical entertainment studies. The fundamental question we will bring to all texts is: how has the systemic critique of social contradictions been popularized in modern times? We will consider the diverse strategies that progressive songwriters/performers, radical historians (working with cartoonists), and mainly moviemakers have developed to entertain Americans--teach, fascinate, persuade, provoke, and move them through laughter, tears, and not least of all ideas--so that Americans will be more inclined to entertain social critique that inspires social change. We will explore the popularization (and selling) of social critique in several genres: art (Barbara Kruger); graphic history (Howard Zinn, Paul Buhle); songs/song lyrics of protest singers (Woody Guthrie, Pete Seeger, Phil Ochs); folk-rockstars such as Jackson Browne, Ani DiFranco, Father John Misty; the political development of hip-hop (Gil Scott-Heron, NWA); politically edgy comedy (Jon Stewart, Stephen Colbert); and movies (Spike Lee's MALCOLM X and WHEN THE LEVEES BROKE, STRAIGHT OUTTA COMPTON, EL NORTE, SMOKE SIGNALS, NETWORK, WHERE TO INVADE NEXT, MATEWAN, WALL STREET, THE BIG SHORT).

**Offering: Host**

**Grading: A-F**

**Credits: 1.00**

**Gen Ed Area: SBS-AMST**

**Identical With: FGSS315, ENGL309**

**Prereq: None**

**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 tastes 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: FILM319, ANTH308**

**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, ethnography, queer studies, critical race studies, and science and technology studies.

**Offering: Host**

**Grading: A-F**

**Credits: 1.00**

**Gen Ed Area: SBS-AMST**

**Identical With: FGSS315, ENGL309**

**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 ethnographically 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

AMST327 Brown, Black, and Queer Forms and Feelings
Given how brutally not neutral the world is to black, brown, and queer forms of life and pleasure, this course thinks with "otherwise" spaces, figures, and feelings, like the queer club, the dance floor, abnormality, errancy, illegality, fugitivity, rage, indifference, and love. We will take up José E. Muñoz' invocation of a "minoritarian theory of affect" that insists that "whiteness is a cultural logic which can be understood as an affective code that positions itself as the law." We will study affect beyond whiteness through attention to sonic forms and "audio-visual shapes" in African diasporic, Latina/o/x, and Caribbean arts. We will consider the diasporas and collectives grouped together in the terms "minoritarian," "brown," and "black" as abnormals that generate alternative modes of moving through and feeling ourselves in the world. We will study for radical potentiality in the beautiful, obscene, and off-kilter affects of brown, black, and queer aesthetic and poetic forms.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENG328, AFAM328, FGSS308
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 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, the workings of transnational economies and power, and popular cultural narratives depicting Latinas/os and U.S.-Latin America relations. This course offers the opportunity to explore, analyze, and decipher the ways in which Latinas/os inhabit a global world, built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will use an interdisciplinary approach, addressing a range of texts from various 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. Communitarian 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-AMST
Identical With: FGSS339
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: AFAM365
Prereq: None

AMST343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture
This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of "universality" and "particularity," where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimagining.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: CHUM343, FGSS343, SISP343
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) 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

AMST350 The Law, the Citizen, and the Literary and Cinematic Imaginations
In this course, we will study several major legal events that highlight the contradictions and injustices in the history of U.S. citizenship and the ways this history has been reimagined in literature and cinema. Among the topics discussed will be the slave codes, the Treaty of Guadalupe Hidalgo, the Fugitive Slave Act, the Jim Crow order, the Bracero program, sodomy laws, and SB 1070. We will consider theories of citizen, state, race, and sexuality implicit in these legal structures, with an eye for who may be incorporated into the body politic and who is unassimilable by design, and on what terms. In addition, we will consider the way literary and cinematic texts engage the rhetoric and psychic effects of the law and the way they present different imaginaries of human bodies, communities, and temporalities. Our focus will be on African American, African diasporic, Latina/o/x and Indigenous literatures and cinemas, as they reveal the rifts and conjunctions among the categories citizen, "savage," "gente sin razón," slave, illegal, pervert, and deviant.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM350, ENGL350
Prereq: None

AMST351 Queer of Color Critique
This course 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, and 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, and class, 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 use 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 or peoples, 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
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

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

AMST355 Between Asia and Asian America
In this seminar, we will critically examine the relationship between East Asia and Asian America, and explore the disjunction and connection between the two as geopolitical entities, historical concepts, academic fields, and sites of cultural expressions and political identity. Inquiring into key issues such as colonization, diaspora, race and ethnicity, Pacific and the transpacific, etc., this seminar seeks productive engagement between the disciplines without erasing their differences.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
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 (e.g., Adorno, Benjamin, Debord, Habermas, Ranciere, etc.) support our engagement with recent debates in art historical scholarship (e.g., Bishop, Bryan-Wilson, Lambert-Beatty, Mckee, etc.) as we consider contexts as diverse as the social movements of the 1960s, queer liberation, eco-cultural activism, and Occupy Wall Street. Extending the 20th-century avant-garde's project to break down the line between art and life, our case studies (focused primarily but not exclusively on the Unites States.: 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: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: CHUM356
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 sociocultural 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 televsional 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 noncanonical 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 understudied 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 class will explore various forms of life writing–autobiographies, memoirs, graphic narratives, and 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 America: Creating Canada in the 19th Century
The American Revolution created two new nations: the United States 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 United States.

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

AMST375 Black Global Cities
In this course, we will analyze representations of cities and Black urban modernity in Afro-diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week’s readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabeba Baderoon, Petina Gappah, Kei Miller, and Teju Cole. We will also watch films such as Girlhood (2014), Black Panther (2018), The Harder They Come (1972), Bad Friday: Rastafari After Coral Gardens (2011), Welcome to Nollywood (2007).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL375, AFAM375
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 theories 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: FGSS309, RELI379
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 (1) the intersectionality of race and religion as a process in which power plays a pivotal role; and (2) 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: AFAM280, RELI391
Prereq: None

AMST393 Materia Medica: Drugs and Medicines in America
This course investigates the identification, preparation, and application of drugs and medicines in the United States, 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 Unitted States 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 United States, 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: Host
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: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: FGSS398, ANTH398
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
Credits: 1.00
Gen Ed Area: None
Prereq: None
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

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