American Studies (AMST)

* AMST 007a / HSAR 002a, Furniture and American Life  Edward Cooke
In-depth study and interpretation of American furniture from the past four centuries. Hands-on experience with furniture in the collection of the Yale University Art Gallery to explore such topics as materials, techniques, styles, use, and meaning. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* AMST 029b / ENGL 029b, Henry Thoreau  Michael Warner
Henry Thoreau played a critical role in the development of environmentalism, American prose, civil rights, and the politics of protest. We read his writing in depth, and with care, understanding it both in its historical context and in its relation to present concerns of democracy and climate change. We read his published writing and parts of the journal, as well as biographical and contextual material. The class makes a field trip to Walden Pond and Concord, learning about climate change at Walden as revealed by Thoreau's unparalleled documentation of his biotic surroundings. Student's consider Thoreau's place in current debates about the environment and politics, and are encouraged to make connection with those debates in a final paper. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  HU

* AMST 095a / ER&M 095a / SAST 061a / THST 095a, South Asian American Theater and Performance  Shilarna Stokes
South Asian Americans have appeared on U.S. stages since the late nineteenth century, yet only in the last quarter century have plays and performances by South Asian Americans begun to dismantle dominant cultural representations of South Asian and South Asian American communities and to imagine new ways of belonging. This seminar introduces you to contemporary works of performance (plays, stand-up sets, multimedia events, and more) written and created by U.S.-based artists of South Asian descent as well as artists of the South Asian diaspora whose works have had an impact on U.S. audiences. With awareness that the South Asian American diaspora comprises multiple, contested, and contingent identities, we investigate how artists have worked to manifest complex representations of South Asian Americans onstage, challenge institutional and professional norms, and navigate the perils and pleasures of becoming visible. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  HU

AMST 133b / ER&M 187b / HIST 107b, Introduction to American Indian History  Ned Blackhawk
Survey of American Indian history, beginning with creation traditions and migration theories and continuing to the present day. Focus on American Indian nations whose homelands are located within the contemporary United States. Complexity and change within American Indian societies, with emphasis on creative adaptations to changing historical circumstances.  HU
AMST 160b / AFAM 160b / AFST 184b / HIST 184b, The Rise and Fall of Atlantic Slavery  Edward Rugemer
The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation.  WR, HU

* AMST 184b / ENGL 437b / HUMS 184b, Writing and Reading Biography  Karin Roffman
The art of biography explored through groundbreaking examples, with particular emphasis on contemporary texts that explore the lives and work of artists. Topics on biographical theory and practice include: the balance of life and work; the relationship between biographer and subject; creative approaches to archives and research; and imaginative narrative strategies. Some classes take place at the Beinecke Library and there are some visits by working biographers. Students must complete an original biographical project by the end of the semester.  HU

AMST 197a / ARCH 280a / HSAR 219a / URBN 280a, American Architecture and Urbanism  Elihu Rubin
Introduction to the study of buildings, architects, architectural styles, and urban landscapes, viewed in their economic, political, social, and cultural contexts, from precolonial times to the present. Topics include: public and private investment in the built environment; the history of housing in America; the organization of architectural practice; race, gender, ethnicity and the right to the city; the social and political nature of city building; and the transnational nature of American architecture.  HU

* AMST 206b / ER&M 221b / WGSS 222b, Introduction to Critical Refugee Studies  Quan Tran
Reconfiguring refugees as fluid subjects and sites of social, political, and cultural critiques. Departing from dominant understandings of refugees as victims, consideration instead of refugees as complex historical actors, made visible through processes of colonization, imperialism, war, displacement, state violence, and globalization, as well as ethical, social, legal, and political transformations. Focus on second-half of the twentieth century.  SO

* AMST 227a / AFAM 227a / ER&M 349a / HIST 137Ja, From the Voting Rights Act to #blacklivesmatter  Ferentz Lafargue
This course explores the period beginning from 1964 through the emergence of the #blacklivesmatter movement in 2013. Key concepts covered in this course include the Black Panther Party and rise of the Black Power movement; political campaigns of Shirley Chisholm, Jesse Jackson, and Barack Obama. The seminar concludes with an examination of the #blacklivesmatter movement and broader efforts addressing mass incarceration, poverty, and opportunity gaps in education.  HU

AMST 228a / GLBL 201a / HIST 128a, Origins of U.S. Global Power  Staff
This course examines the causes and the consequences of American global power in the “long 20th century,” peeking back briefly into the 19th century as well as forward into the present one. The focus is on foreign relations, which includes but is not limited to foreign policy; indeed, America's global role was rooted as much in its economic and cultural power as it was in diplomacy and military strength. We study events like wars, crises, treaties, and summits – but also trade shows and movie openings. Our principal
subjects include plenty of State Department officials, but also missionaries, business people, and journalists. We pay close attention also to conceptions of American power; how did observers in and beyond the United States understand the nature, origins, and operations of American power?  

**AMST 234b / ER&M 243b / HIST 188b / RLST 342b, Spiritual But Not Religious**  
Zareena Grewal  
Study of the historical and contemporary “unchurching” trends in American religious life in a comparative perspective and across different scales of analysis in order to think about the relationship between spirituality, formal religion, secular psychology and the self-help industry.  

*AMST 235b / ENGL 354b, Language, Disability, Fiction*  
James Berger  
Portrayals of cognitive and linguistic impairment in modern fiction. Characters with limited capacities for language as figures of “otherness.” Contemporaneous discourses of science, sociology, ethics, politics, and aesthetics. The ethics of speaking about or for subjects at the margins of discourse.  

**AMST 238a / AFAM 192a / AFST 238a / ER&M 238a, Third World Studies**  
Staff  
Introduction to the historical and contemporary theories and articulations of Third World studies (comparative ethnic studies) as an academic field and practice. Consideration of subject matters; methodologies and theories; literatures; and practitioners and institutional arrangements.  

**AMST 239a / ENGL 187a, Love and Hate in the American South**  
Staff  

*AMST 241a / ENGL 256a / HUMS 245a, Poets and their Papers*  
Karin Roffman  
This Beinecke-intensive course considers the published works of living poets alongside the processes they used to create them: drafts, letters, journals, fragments, objects and other artworks that were directly or indirectly part of their artistic development. The course includes the participation of some of the poets themselves, a generation of writers who grew up with an acute awareness that their papers would someday be in a library. That long-term recognition of a public future for often seemingly private thoughts and ideas gives these papers particularly vital value and interest. The kinds of casual phrases and inclusions that were a crucial part of postwar American poetry one sees being worked out in poets’ attitudes of curiosity and attention toward works-in-progress, collaborative experiments and correspondence. Like the poets themselves, this course takes the Beinecke archives as primary not secondary to the production of late 20th and early 21st century poetry. An aspect of the course is the opportunity to talk with multiple generations of poets about their processes of creation, collection and
organization and to capture their vision of archives as distinct from (and not merely preparatory to) publication.  *WR, HU*

* AMST 245a / ENGL 246a / PLSC 247a, The Media and Democracy  Joanne Lipman
In an era of "fake news," when mainstream media is attacked as the "enemy of the people" and social platforms are enabling the spread of misinformation, how do journalists hold power to account? Students explore topics including objectivity versus advocacy, and hate speech versus First Amendment speech protections. Case studies will span from 19th century yellow journalism to the media's role in #MeToo and #BlackLivesMatter movements.  *SO*

* AMST 257b / ENGL 325b, Modern Apocalyptic Narratives  James Berger
The persistent impulse in Western culture to imagine the end of the world and what might follow. Social and psychological factors that motivate apocalyptic representations. Differences and constant features in apocalyptic representations from the Hebrew Bible to contemporary science fiction. Attitudes toward history, politics, sexuality, social class, and the process of representation in apocalyptic texts.  *HU*

* AMST 258b / ER&M 258b / EVST 258b / HSAR 258b, Wilderness in the North American Imagination  Alison Kibbe
Framing the terms “wilderness” and “North America” expansively, this seminar examines the construction of and the relationships between the human and the non-human in the “New World” through the lens of the conquest encounter and its ongoing impacts. We approach “North America” as a construct that we cannot disentangle from the construction of the Americas as a whole. We unpack how concepts such as wilderness, nature, wild, tame, and human are deeply imbricate with the construction of race, gender, and capitalism and cannot be understood outside of the historical and cultural context of the conquest of the Americas. This interdisciplinary course is grounded in Black studies, Black geographies, mobility studies, food studies, and Black and Indigenous understandings of the other-than-human. We consider academic texts, literature, performance, creative production, and community projects as intellectual production and theoretical interventions. Through field trips and special guests we connect with local Black and Indigenous agricultural producers and outdoor educators working in New England and learn how multi-modal and community-engaged scholarship can offer models for critical intervention and healing. This course requires permission from the instructor. Email alison.kibbe@yale.edu.  *HU*

* AMST 282a / AFAM 284a / ENGL 414a / ER&M 284a, Black Life and the Human/Body  Cera Smith
African American activists have long demanded equal rights by asserting the humanity of Black people. These activists have rejected their racist treatment as animals and property by championing the qualities ascribed to Western Man. More recently, however, scholars have questioned whether claims to humanity really result in freedom and justice for all Black people. They ask, “Does mobilizing humanity as a strategy for recognition and respect benefit Black non-men, disabled people, or the working class? What impact does this assertion of humanity have on our species’ relationship to other living beings and our environments? Ultimately, are all people allowed to be ‘human?’” In this course, we evaluate the category of the “human” by studying the challenge that the U.S. Black past and present pose to the category’s assumed neutrality. We attend to how Black peoples’ bodily experiences confirm, deny, and complicate humanness. We read poetry, short fiction, novels, and creative nonfiction to
investigate what it means to live a Black life. Analyzing historical, social scientific, legal, and theoretical texts alongside literature helps us explore the debates over the power dynamics that underlie claims to humanity. Through writing and in-class discussions, we explore the relationship between race, species, and political strategy.  

* AMST 297a / HIST 297a, Introduction to Oral History  Frankie Barrett

The ultimate objective of this course is simple—to empower students with the skills necessary to take up the widely-accessible, vitally important scholarly method of oral history. The assigned texts and activities of the course illustrate the multi-faceted (and multimedia-ed) ways that oral history can inform interdisciplinary scholarship. In addition to learning oral history as a method, students develop analytical and interpretive skills, working individually and collaboratively to close-read oral histories and share findings through writing and/or other creative means. The course is divided into three conceptual sections: an overview of the theoretical debates around the practice of oral history; best practices of ethical oral history work; and opportunities for reflection on an initial interview as well as the life that each oral history continues to have, after the initial interview.  

* AMST 298b / EAST 398b / ER&M 288b, Remembering the Korean War  Madeleine Han

The Korean War, though often narrated as a “forgotten war” and a “police action,” marks a crucial period in the US imperial expansion into Asia. This course proceeds from the recognition that the Korean War remains ongoing, and asks how to “remember” the violent and unresolved legacies of the “hot” wars that have constituted the cold war in Asia. How have the Korean War and its legacies shaped the relationship between militarism and empire? How has warfare conditioned the movements and lives of the Korean diaspora? And how might the work of Korean and Asian American activists and cultural workers help us move toward a decolonial genealogy of the transpacific? While we consider problems of mainstream US historiography in narrating the Korean war, this interdisciplinary course takes a cultural studies approach in attending to the racialized and gendered legacies of a war that continues to condition the present. Themes include: overlapping US and Japanese imperialisms; Cold War nationalisms; cultures of militarism and warfare; tourism; race, gender, and labor; Asian American and Asian studies; migration and immigration; and diasporic memory. No knowledge of Korean is required.  

* AMST 302a / ER&M 312a / HSHM 493a / WGSS 312a, Technology, Race and Gender  Kalindi Vora

In this course, we discuss technology and the politics of difference through a survey of topics including artificial intelligence, digital labor (crowdsourcing), and robotics and computer science. Materials for study include humanistic and social scientific critique, ethnographies of technology, technical writing and scientific papers, as well as speculative art practices including design, visual art and fiction. What assumptions and politics of imagination govern the design and development of new technologies? What alternative imaginaries, politics, or even speculations, can be identified with a feminist analytic lens? The seminar also includes a practicum component where we practice the politics of speculation through writing and design projects. To do this we study everything from active STEM projects at Yale to speculative fiction and film to think about how structures of race, gender, sexuality, ability, nation, and religious difference
inform how we "speculate" or imagine the future through the ways we design and build technological worlds in practice and in fiction. HU, SO

* AMST 305a / AFAM 307a / ENGL 304a, The Harlem Renaissance: A 21st Century Remix  Andie Berry

In 1925, Alain Locke declared the emergence of the New Negro and with it, a movement in African American art and literature that came to be known as the Harlem Renaissance. Less than 100 years later, is it possible to say that we are in the midst of a second—or another—Black renaissance? This seminar explores the political, social, and artistic conditions that created and fostered the Harlem Renaissance. Rather than perpetuating an idea of the Harlem Renaissance as a singular, inimitable moment of Black cultural production, this course revisits and reimagines that period as a model of collaboration, innovation, and activism among Black writers, artists, and thinkers. Beginning in the 1890s with a focus on the United States, we seek to expand our understanding of the Harlem Renaissance as a diasporic movement that happened across several cities and nations as opposed to an event tied to a particular place and sensibility. We read pieces such as W.E.B. Du Bois’s "Criteria of Negro Art" and Claudia Rankine’s Citizen: An American Lyric, listen to Billie Holiday’s blues and Solange Knowles’s album A Seat at the Table, and consider the possibilities of television and film through Barry Jenkins’s Moonlight and Melina Matsoukas’s Queen & Slim. Ultimately, by tracing the continuities and divergences between the Harlem Renaissance and the contemporary field of Black cultural expression, we interrogate what a Black renaissance might look like in the digital, increasingly globalized, freedom movement of the 21st century. HU

* AMST 308a / ENGL 335a / HUMS 275a, Literatures of the Plague  James Berger

In a new era of pandemic, we have seen how widespread medical crisis has profound effects on individual life and consciousness, and on political and economic institutions and practices. Our material and psychic supply chains grow tenuous. All of life changes even as we try to preserve what we deem most valuable. We must rethink what we consider to be “essential.” Yet this is far from being a new condition. Infectious disease has been part of the human social world probably since the beginnings of urban life. The Bible describes plagues sent by God as punishment. The earliest historical depiction was by Thucydides shortly after the plague in Athens in 430 BCE. At each occasion, people have tried to witness and to understand these “visitations,” as Daniel Defoe called them. The Plague is always a medical, political, economic and an interpretive crisis. It is also a moral crisis, as people must not only try to understand but also determine how to act. This course studies accounts of pandemics, from Thucydides in Athens up to our ongoing Coronavirus outbreaks. We trace the histories of understanding that accompanied pandemics: religious, scientific, philosophical, ethical, literary. It seems to be the case that these vast, horrifying penetrations of death into the fabric of life have inspired some of our fragile and resilient species’ most strange and profound meditations.

HU

* AMST 309a / AFAM 259a / EDST 255a, Education and Empire  Talya Zemach-Bersin

This course offers an introduction to the transnational history of education in relation to the historical development of the U.S. empire both at home and abroad. By
bringing together topics often approached separately—immigration, education, race, colonialism, and the history of U.S. empire—we interrogate the ways that education has been mobilized to deploy power: controlling knowledge, categorizing and policing differences, administering unequal paths to citizenship/belonging, forcing assimilation, promoting socio-economic divides, and asserting discipline and control. EDST 110 recommended. HU

* AMST 312b / AFAM 326b / ER&M 310b / WGSS 298b, Postcolonial Cities of the West  Fadila Habchi
Examination of various texts and films pertaining to the representation of postcolonial cities in the global north and a range of social, political, and cultural issues that concern those who inhabit these spaces. HU

* AMST 326b / AFAM 349b / HIST 115Jb / WGSS 388b, Civil Rights and Women’s Liberation  Staff
The dynamic relationship between the civil rights movement and the women’s liberation movement from 1940 to the present. When and how the two movements overlapped, intersected, and diverged. The variety of ways in which African Americans and women campaigned for equal rights. Topics include World War II, freedom summer, black power, the Equal Rights Amendment, feminism, abortion, affirmative action, and gay rights. HU

* AMST 330a / ENGL 236a, Dystopic and Utopian Fictions  James Berger
Attempts since the late nineteenth century to imagine, in literature, cinema, and social theory, a world different from the existing world. The merging of political critique with desire and anxiety; the nature and effects of social power; forms of authority, submission, and resistance. HU

* AMST 331a, Photographing the City: Urban Pictures, Urban Places  Kristin Hankins
How do we see places? How do we see boundaries? How do our practices of looking reproduce, complicate, and transform places? This junior seminar explores these questions through an engagement with American urban places and analysis of their representations throughout the 20th century, beginning with photography at the turn of the century and ending with contemporary social practice art projects. We analyze the relationship between visual culture and public space; the ways in which urban visual culture conceals and reveals power dynamics; and different ways of approaching, engaging, and representing urban places. The primary objective is to foster critical engagement with urban space and its representations—to develop an analytical framework which grounds exploration of the impact of representational strategies on experiences of space and vice versa. HU

* AMST 348a / ER&M 381a / EVST 304a, Space, Place, and Landscape  Kristin Hankins
Survey of core concepts in cultural geography and spatial theory. Ways in which the organization, use, and representation of physical spaces produce power dynamics related to colonialism, race, gender, class, and migrant status. Multiple meanings of home; the politics of place names; effects of tourism; the aesthetics and politics of map making; spatial strategies of conquest. Includes field projects in New Haven. SO
* AMST 349b / THST 427b, Technologies of Movement Research  
Emily Coates  
An interdisciplinary survey of creative and critical methods for researching human movement. Humans move to communicate, to express emotions, to commune, to protest, to reflect and embody the natural world. Drawing on an array of artistic projects and scholarship (in dance and performance studies, art, anthropology, sociology, philosophy, cognitive science, and the history of science), we consider case studies that take up movement as both the object and method of inquiry. Class time and assignments include moving, reading, and watching. Movement exercises are adaptable to the remote environment. All physical capabilities are welcome; no prior experience in dance required. Limited enrollment. See Syllabus page on Canvas for application.

* AMST 353b / HIST 196Jb, 21st-Century US History: The First Decade  
Joanne Meyerowitz

Students conduct collaborative primary source research on the first ten years of the 21st century. Topics include September 11th, the wars in Iraq and Afghanistan, Hurricane Katrina, the financial crisis of 2008, the election of Barack Obama, and battles over domestic surveillance, immigration, policing, gun control, same-sex marriage, and reproductive rights.  

* AMST 358b / ENGL 281b, Animals in Modern American Fiction  
James Berger

Literary portrayals of animals are used to examine the relations between literature, science, and social and political thought since the late nineteenth century. Topics include Darwinist thought, socialism, fascism, gender and race relations, new thinking about ecology, and issues in neuroscience.  
HU \ RP

* AMST 370b / THST 380b, Choreographic Invention in 20th Century America  
Staff

An examination of major movements in the history of concert and social dance from the late nineteenth century to the present, including ballet, tap, jazz, modern, musical theater, and different cultural forms. Topics include tradition versus innovation, the influence of the African diaspora, and interculturalism. Exercises are used to illuminate analysis of the body in motion. Limited enrollment. See Canvas for details.  
WR, HU

* AMST 395a / FILM 327a, Studies in Documentary Film  
Charles Musser

This course examines key works, crucial texts, and fundamental concepts in the critical study of non-fiction cinema, exploring the participant-observer dialectic, the performative, and changing ideas of truth in documentary forms.  
HU \ RP

* AMST 403b, Introduction to Public Humanities  
Staff

Introduction to the various media, topics, debates, and issues framing public humanities. The relationship between knowledge produced in the university and the circulation of ideas among a broader public, including modes of inquiry, interpretation, and presentation. Public history, museum studies, oral and community history, public art, documentary film and photography, public writing and educational outreach, and the socially conscious performing arts.  
HU

* AMST 419a / HSAR 419a / JDST 363a, Jews and Photography  
Laura Wexler

This seminar examines Jewish photographers’ engagements with the photographic image in the creation of art, politics, community and possible futures over the course of the twentieth century and into the twenty-first. Topics under consideration include, but are not exhausted by, the following: Anti-fascism, Holocaust Trauma and Memory, Diaspora and Immigration, Civil Rights, Gender and Sexuality, the Labor Movement, Zionism and Anti-Zionism, Jews of Color, Photojournalism, and Visual Theory. This
course is co-taught by Professor Laura Wexler and Photography Curator Maya Benton, Visiting Lecturer. Permission of instructor is determined by email explanations of student interest. WR, HU

* AMST 425a / ENGL 283a / EVST 430a, American Culture and the Rise of the Environment  Michael Warner
U.S. literature from the late eighteenth century to the Civil War explored in the context of climate change. Development of the modern concept of the environment; the formation and legacy of key ideas in environmentalism; effects of industrialization and national expansion; utopian and dystopian visions of the future. Formerly ENGL 430. WR, HU

* AMST 435b / ANTH 366b, Inequality in America  Kathryn Dudley
Sociocultural dimensions of social inequality in the contemporary United States. Ways in which the socioeconomic processes that produce inequality are inextricably embedded in worlds of cultural meaning; how those meanings are constructed and embodied in everyday practice. Perspectives from anthropology, sociology, economics, history, and popular media. SO

* AMST 438a / AFAM 352a / ER&M 291a / LITR 295a / WGSS 343a, Caribbean Diasporic Literature  Fadila Habchi
An examination of contemporary literature written by Caribbean writers who have migrated to, or who journey between, different countries around the Atlantic rim. Focus on literature written in English in the twentieth and twenty-first centuries, both fiction and nonfiction. Writers include Caryl Phillips, Nalo Hopkinson, and Jamaica Kincaid. HU

* AMST 439a / ER&M 439a, Fruits of Empire  Gary Okihiro
Readings, discussions, and research on imperialism and "green gold" and their consequences for the imperial powers and their colonies and neo-colonies. Spatially conceived as a world-system that enmeshes the planet and as earth’s latitudes that divide the temperate from the tropical zones, imperialism as discourse and material relations is this seminar’s focus together with its implantations—an empire of plants. Vast plantations of sugar, cotton, tea, coffee, bananas, and pineapples occupy land cultivated by native and migrant workers, and their fruits move from the tropical to the temperate zones, impoverishing the periphery while profiting the core. Fruits of Empire, thus, implicates power and the social formation of race, gender, sexuality, class, and nation. HU, SO

* AMST 441a / ER&M 370a / HIST 130Ja, Indians and the Spanish Borderlands  Ned Blackhawk
The experiences of Native Americans during centuries of relations with North America’s first imperial power, Spain. The history and long-term legacies of Spanish colonialism from Florida to California. WR, HU

* AMST 445b / AFAM 210b / HIST 148Jb, Politics and Culture of the U.S. Color Line  Matthew Jacobson
The significance of race in U.S. political culture, from the “separate but equal” doctrine of Plessy v. Ferguson to the election of an African American president. Race as a central organizer of American political and social life. HU, RP
This course explores how sculpture responded to radical struggles over the definition of the human in the 20th century. Our focus is the decades between 1914 and 1989, an interval when competing ideas about the nature of humanity emerged from global warfare, feminist activism and theory, postcolonial nationalisms, the Civil Rights Movement, and the Non-Aligned Movement—ideas that challenged a modern vision of the human forged by the forces of whiteness, capitalism, and patriarchy. What role did sculpture play in developing this vision, and can it serve to re-imagine or dismantle it? What perspective can sculpture’s intimate relation to the body lend to a fuller understanding of the human, its problems and potentials? We explore a range of art historical, literary, and philosophical frameworks to consider works by artists including Meta Warrick Fuller, Barbara Hepworth, Louise Bourgeois, Melvin Edwards, Paul Thek, Senga Nengudi, and Atsuko Tanaka. These works act as our lens to see more clearly an interconnected set of political contests to transform humanism from an Enlightenment-era worldview built on notions of innate human nature and universal values into a flexible, evolving understanding of human difference, struggle, and solidarity. We ask what it might look like to understand a history of sculpture shaped by Aimé Césaire’s “humanism made to the measure of the world” — one that remains alive to what sculpture might tell us about being human in relation to the non-human, less than human, and natural world. This course includes visits to university art collections and archives, as well as close engagement with the international conference, “Surrogates: Embodied Histories of Sculpture in the Short 20th-Century,” which will be held at Yale during the fall semester.  

This course will explore current Native American educational policy issues, programming, funding, and success. Native American representation in policy conversations is often incomplete, complicated, or relegated to an asterisk resulting in a lack of resources, awareness, and visibility in educational policy. This course examines the challenges and issues related to Native education; however, the impetus of this course centers on the resiliency, strength, and imagination of Native American students and communities to redefine and achieve success in a complex and often unfamiliar educational environment. EDST 110 recommended.

This undergraduate seminar is organized around developing a deep historical understanding of one of our most important documents, the United States Constitution, as it emerged in the late 1780s. In addition to close reading and analysis of this fundamental text, we read a series of other primary sources relevant to the evolution of constitutional thought and practice in the Anglo-American tradition of the early modern period. And we engage relevant secondary scholarship produced by professional historians over the past century or more, in an effort to grapple with the evolution of changing approaches to the Constitution and its meaning over time. This course carries PI credit in History.

This seminar explores the relational and material worlds that humans create in concert with other-than-human species. Through an interdisciplinary analysis of the
problematic subject of anthropology—Anthropos—we seek to pose new questions about the fate of life worlds in the present epoch of anthropogenic climate change. Our readings track circuits of knowledge from anthropology and philosophy to geological history, literary criticism, and environmental studies as we come to terms with the loss of biodiversity, impending wildlife extinctions, and political-economic havoc wrought by global warming associated with the Anthropocene. A persistent provocation guides our inquiry: What multispecies worldings become possible to recognize and cultivate when we dare to decenter the human in our politics, passions, and aspirations for life on a shared planet?

* AMST 461a / AFAM 239a / EDST 209a / ER&M 292a / WGSS 202a, Identity, Diversity, and Policy in U.S. Education Craig Canfield
Introduction to critical theory (feminism, queer theory, critical race theory, disability studies, trans studies, indigenous studies) as a fundamental tool for understanding and critiquing identity, diversity, and policy in U.S. education. Exploration of identity politics and theory, as they figure in education policy. Methods for applying theory and interventions to interrogate issues in education. Application of theory and interventions to policy creation and reform. WR, HU

* AMST 462b / ER&M 462b / WGSS 463b, The Study of Privilege in the Americas Ana Ramos-Zayas
Examination of inequality, not only through experiences of the poor and marginal, but also through institutions, beliefs, social norms, and everyday practices of the privileged. Topics include: critical examination of key concepts like “studying up,” “elite,” and “privilege,” as well as variations in forms of capital; institutional sites of privilege (elite prep schools, Wall Street); living spaces and social networks (gated communities, private clubs); privilege in intersectional contexts (privilege and race, class, and gender); and everyday practices of intimacy and affect that characterize, solidify, and promote privilege. SO

* AMST 463a / EVST 463a / FILM 455a / THST 457a, Documentary Film Workshop Charles Musser
A yearlong workshop designed primarily for majors in Film and Media Studies or American Studies who are making documentaries as senior projects. Seniors in other majors admitted as space permits. RP

* AMST 465b / AFAM 287b / AFST 412b / FREN 412b / LITR 250b, Postcolonial Theory and Literature Fadila Habchi
A survey of the principal modes of thought that have animated decolonization and life after colonialism, as seen in both theoretical and literary texts. Concentration on the British and French imperial and postcolonial contexts. Readings in negritude, orientalism, psychoanalysis, poststructuralism, and novels. Lectures in English; readings available both in French and in English translation. HU RP

* AMST 470a / AFAM 457a / AFST 457a / ER&M 467a / FREN 481a, Racial Republic: African Diasporic Literature and Culture in Postcolonial France Fadila Habchi
This is an interdisciplinary seminar on French cultural history from the 1930s to the present. We focus on issues concerning race and gender in the context of colonialism, postcolonialism, and migration. The course investigates how the silencing of colonial history has been made possible culturally and ideologically, and how this silencing has in turn been central to the reorganizing of French culture and society from the period
of decolonization to the present. We ask how racial regimes and spaces have been constructed in French colonial discourses and how these constructions have evolved in postcolonial France. We examine postcolonial African diasporic literary writings, films, and other cultural productions that have explored the complex relations between race, colonialism, historical silences, republican universalism, and color-blindness. Topics include the 1931 Colonial Exposition, Black Paris, decolonization, universalism, the Trente Glorieuses, the Paris massacre of 1961, anti-racist movements, the "beur" author, memory, the 2005 riots, and contemporary afro-feminist and decolonial movements.

HU

* AMST 471a and AMST 472b, Individual Reading and Research for Juniors and Seniors  Laura Wexler
Special projects intended to enable the student to cover material not otherwise offered by the program. The course may be used for research or for directed reading, but in either case a term paper or its equivalent is required as evidence of work done. It is expected that the student will meet regularly with the faculty adviser. To apply for admission, a student should submit a prospectus signed by the faculty adviser to the director of undergraduate studies.

* AMST 491a or b, Senior Project  Laura Wexler
Independent research and proseminar on a one-term senior project. For requirements see under “Senior requirement” in the American Studies program description.

* AMST 493a and AMST 494b, Senior Project for the Intensive Major  Kelsey Henry
Independent research and proseminar on a two-term senior project. For requirements see under "Senior requirement" in the American Studies program description.