**ETHNICITY, RACE, & MIGRATION (ER&M)**

* ER&M 040a, Indigenous Food Sovereignty  Hi‘ilei Hobart
What does it mean to be food sovereign? Are contemporary American diets colonial? This course takes a comparative approach to understanding how and why food is a central component of contemporary sovereignty discourse. More than just a question of eating, Indigenous foodways offer important critiques of, and interventions to, the settler state: food connects environment, community, public health, colonial histories, and economics. Students theorize these connections by reading key works from across the fields of critical indigenous studies, food studies, philosophy, history, and anthropology. In doing so, we question the potentialities of enacting food sovereignty within the settler state, whether dietary decolonization is possible in the so-called age of the Anthropocene, and the limits of working within and against today’s legacies of the colonial food system. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  Hu, So

* ER&M 080b, Health and Disease in the Latinx Borderlands  Ximena Lopez Carrillo
This course examines the politics of disease, health, and the history of the public health in the Latinx borderlands from the mid-nineteenth century to the present. Students analyze how the discourses of health and disease reveal notions of morality, colonialism, race, national identity, and national belonging. By looking at specific case studies, students learn how social conditions have led to healthcare inequalities, and that public health programs targeting Latinx communities have been an important tool for the construction of race, ethnicity, and national belonging to the United States. The class materials cover topics such as reproductive politics, epidemics, U.S. imperialism, sexuality, and Latinx activism. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  So

* ER&M 080a, Latinx Activism in the United States  Ximena Lopez Carrillo
This course examines the history of political mobilization among Latinx populations from the mid-nineteenth century to the present. As the students learn about different case studies of activism, the class introduces them to basic concepts and historical debates about human rights, social justice, cultural hegemony, decoloniality, and epistemologies of the global south. Each case study challenges the image of a passive Latinx population, and illustrates the continuing struggles for social change, social justice, and equality. Finally, the class materials discuss how the diverse Latinx experience have shaped the types of political mobilization, and how these movements have also helped to transform the American political landscape that we have today. Class readings include case studies in labor and education activism, women’s political mobilization, transnational political movements, migration justice movements, and countercultural movements. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  Hu, So

* ER&M 081a / MUSI 081a / SOCY 081a, Race and Place in British New Wave, K-Pop, and Beyond  Grace Kao
This seminar introduces you to several popular musical genres and explores how they are tied to racial, regional, and national identities. We examine how music is exported via migrants, return migrants, industry professionals, and the nation-state (in the case of Korean Popular Music, or K-Pop). Readings and discussions focus primarily on the British New Wave (from about 1979 to 1985) and K-Pop (1992-present), but we also discuss first-wave reggae, ska, rocksteady from the 1960s-70s, British and American punk rock music (1970s-1980s), the precursors of modern K-Pop, and have a brief discussion of Japanese City Pop. The class focuses mainly on the British New Wave and K-Pop because these two genres of popular music have strong ties to particular geographic areas, but they became or have become extremely popular in other parts of the world. We also investigate the importance of music videos in the development of these genres. Enrollment limited to first-year students. Pre-registration required; see under First Year Seminar Program.  So

* ER&M 095a / AMST 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. Pre-registration required; see under First-Year Seminar Program.  Hu

ER&M 187b / AMST 13b / 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

ER&M 200a, Introduction to Ethnicity, Race, and Migration  Staff
Historical roots of contemporary ethnic and racial formations and competing theories of ethnicity, race, and migration. Cultural constructions and social practices of race, ethnicity, and migration in the United States and around the world.  Hu, So  o Course cr

* ER&M 207b / LING 107b, Linguistic Diversity and Endangerment  Josh Phillips
Introduction to the complexity of the question “How many languages are there in the world?” Geographical and historical survey of the world’s languages; consideration of the ways in which languages can differ from one another. Language endangerment and the threat to world linguistic diversity it poses. Language reclamation and revitalization. None
ER&M 209b / LITR 279b / VIET 220b, Introduction to Vietnamese Culture, Values, and Literature  Quang Van
Introduction to Vietnamese culture and values. Topics include cultural and national identity, aesthetics, the meaning of life, war, and death. Selected readings from Zen poems, folklore, autobiographies, and religious and philosophical writings. Course is taught in English and is an alternative to Western perspectives. Readings in translation. No previous knowledge of Vietnamese required.  

ER&M 219a / HIST 210a / JDST 200a / MMES 149a / RLST 148a, Jewish History and Thought to Early Modern Times  Ivan Marcus
A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies.  

* ER&M 221b / AMST 260b / 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.  

ER&M 238a / AFAM 192a / AFST 238a / AMST 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.  

ER&M 241a / ANTH 140a / SOCY 138a, The Corporation  Staff
Survey of the rise, diversity, and power of the capitalist corporation in global contexts, with a focus on the 20th and 21st centuries. Topics include: the corporation as legal entity and the social and cultural consequences of this status; corporations in the colonial era; relationships among corporations, states, and non-governmental organizations in Western and non-Western contexts; anti-corporate critique and response; corporate social responsibility; and race, gender, and indigeneity.  

ER&M 243b / AMST 234b / 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.  

* ER&M 257a / WGSS 206a, Transnational Approaches to Gender & Sexuality  Evren Savci
Examination of transnational debates about gender and sexuality as they unfold in specific contexts. Gender as a category that can or cannot travel; feminist critiques of liberal rights paradigms; globalization of particular models of gender/queer advocacy; the role of NGOs in global debates about gender and sexuality.  

* ER&M 258b / AMST 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.  

ER&M 263b / HIST 264b / RSEE 268b, Eastern Europe since 1914  Timothy Snyder
Eastern Europe from the collapse of the old imperial order to the enlargement of the European Union. Main themes include world war, nationalism, fascism, and communism. Special attention to the structural weaknesses of interwar nation-states and postwar communist regimes. Nazi and Soviet occupation as an age of extremes. The collapse of communism. Communism after 1989 and the dissolution of Yugoslavia in the 1990s as parallel European trajectories.  

* ER&M 277a / AFST 277a / ANTH 235a, Introduction to Critical Border Studies  Leslie Gross-Wyrtzen
This course serves as an introduction into the major themes and approaches to the study of border enforcement and the management of human mobility. We draw upon a diverse range of scholarship across the social sciences as well as history, architecture, and philosophy to better understand how we find ourselves in this present “age of walls” (Tim Marshall 2019). In addition, we take a comparative approach to the study of borders—examining specific contemporary and historical cases across the world in order to gain a comprehensive view of what borders are and how their meaning and function has changed over time. And because there is “critical” in the title, we explicitly evaluate the political consequences of borders, examine the sorts of resistances mobilized against them, and ask what alternative social and political worlds might be possible.  


* ER&M 284a / AFAM 284a / AMST 282a / ENGL 414a, 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.  

* ER&M 288b / AMST 298b, 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.  

* ER&M 291a / AFAM 352a / AMST 438a / 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.  

* ER&M 300a or b, Comparative Ethnic Studies  Staff
Introduction to the methods and practice of comparative ethnic studies. Examination of racial formation in the United States within a transnational framework. Legacies of colonialism, slavery, and racial exclusion; racial formation in schools, prisons, and citizenship law; cultural politics of music and performance; social movements; and postcolonial critique.  

* ER&M 304a, Indigenous Politics Today  Staff
This seminar examines Indigenous politics in our current moment. Movements for Indigenous sovereignty and self-determination, often forged in solidarity with other Indigenous communities, as well as Black people, brown people, and settlers, engage urgently with the tensions—and promises—that underpin theories of political power, sovereignty, territoriality, dispossession, and cultural identity. Readings for this course hedge closely to Native North America before extending comparatively to Oceania, Palestine, and South America in order to think broadly about the effects of globalization and neoliberalism; climate change and environmental racism; and extractive regimes and racial capitalism upon Indigenous communities around the world. This material, then, helps us to envision the kinds of decolonial futures proposed by the activists, scholars, and artists encountered in this course.  

* ER&M 306b / JDST 351b / LITR 308b / MMES 308b, Literature at the Limit from Palestine and Israel  Hannan Hever
Readings and films from post-1948 Palestine and Israel, with special attention given to historical and political contexts. Consideration of the limit, in the geographical sense of borders and checkpoints, as well as in the existential sense of extremity and trauma.  

* ER&M 309a, Traditional Medicine, Science, and the Politics of Healing in the U.S.  Ximena Lopez Carrillo
This course examines the history of traditional medicines, the popular attitudes toward them, and the politics of healing after the emergence of American modern medicine in the United States. By reading historical accounts of different healing traditions, students observe how different healing traditions propose different ways to understand the world and they learn to situate the history of traditional and complementary medicine within larger fields of inquiry such as the US political history, medical anthropology, the history of science, migration, and cultural history. Additionally, students read about contemporary issues and debates surrounding traditional medicine such as health autonomy, health disparities, medical pluralism, globalization, and proposals for the decolonization of American healthcare. The class readings include topics such as indigenous medicine, curanderismo, yoga, acupuncture, herbal medicine, chiropractors, and midwifery  

* ER&M 310b / AFAM 326b / AMST 312b / 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.  

* ER&M 312a / AMST 302a / HSHM 403a / 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

* ER&M 318a / AFAM 300a / WGSS 318a, Race as Spectacle  Fatima El-Tayeb
In this course, we analyze how race is both naturalized and deconstructed through visual media. We center one aspect: race as spectacle—the multiple ways in which race is produced as a visual mass culture commodity. This happens in political campaigns, music videos, local news reports, fashion, kids’ cartoons, mug shots, and countless other sites. We explore the modes of production of these racialized images as well as the conditions of their reception and political and philosophical analyses of this process—particularly those relating to questions of gender, class, sexuality, religion, and nation. We also explore counterstrategies, which rather than rejecting visual mass culture attempt to use it to undermine dominant images.  HU, SO

ER&M 325b / AFST 335b / HIST 335b, A History of South Africa  Daniel Magaziner
An introduction to the history of southern Africa, especially South Africa. Indigenous communities; early colonial contact; the legacies of colonial rule; postcolonial mismanagement; the vagaries of the environment; the mineral revolution; segregationist regimes; persistent inequality and crime since the end of apartheid; the specter of AIDS; postcolonial challenges in Zimbabwe, Angola, and Mozambique.  HU

* ER&M 332b, Cultural and Racial History of Mental Health  Ximena Lopez Carrillo
Since the 1960s, social scientists have analyzed how the scientific ideas about mental illness, mental health policies, institutions, healing practices, and popular discourses surrounding mental health have been influenced by the social and cultural contexts. This course introduces students to the debates and questions guiding the history of mental health since the Civil Rights and the Psychiatric Survivor Movements in the 1960s, especially those that relate to Critical Race Theory. Through primary sources and secondary literature, students learn about the intersections between mental illness, race, and ethnicity. The class materials include topics such as disability justice, psychopharmacology, the community mental health movement, and the history of asylums in a comparative perspective.  SO

* ER&M 342a / HIST 372Ja / LAST 372a, Revolutionary Change and Cold War in Latin America  Greg Grandin
Analysis of revolutionary movements in Latin America against the backdrop of the Cold War. Critical examination of popular images and orthodox interpretations. An interdisciplinary study of the process of revolutionary change and cold war at the grassroots level.  WR, HU

* ER&M 349a / AFAM 227a / AMST 227a / HIST 137Ja, From the Voting Rights Act to #blacklivesmatter  Ferenz 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

* ER&M 360a / HLTH 370a / HSHM 432a / SOCY 390a / WGSS 390a, Politics of Reproduction  Rene Almeling
Reproduction as a process that is simultaneously biological and social, involving male and female bodies, family formation, and powerful social institutions such as medicine, law, and the marketplace. Sociological research on reproductive topics such as pregnancy, birth, abortion, contraception, infertility, reproductive technology, and aging. Core sociological concepts used to examine how the politics of reproduction are shaped by the intersecting inequalities of gender, race, class, and sexuality.  WR, SO

* ER&M 363a, Indigenous Thought and Anticolonial Theory  Tarren Andrews
This seminar provides a comprehensive overview of the theoretical landscape of Native American and Indigenous Studies. The readings approach NAIS from a variety of disciplinary perspectives. We explore the major debates, methodologies, and concerns that ground the field, and provide critical context for ethical engagement with Indigenous communities and knowledges. Students learn the disciplinary standards for the evaluation of scholarly sources based on criteria derived from the most outstanding recent scholarship in the field. Students are required to read, write, and think extensively and critically about a variety of issues that are of concern for global Indigenous communities. Mastery of these skills is honed through in-depth discussion and weekly writing assignments.  HU

* ER&M 370a / AMST 441a / 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

* ER&M 376b / MGRK 304b / PLSC 376b / SOCY 307b, Extreme and Radical Right Movements  Paris Aslanidis
Extreme and radical right movements and political parties are a recurrent phenomenon found in most parts of the world. Discussion of their foundational values and the causes of their continuous, even increasing, support among citizens and voters.  SO

* ER&M 380b / AFAM 397b / WGSS 381b, New Developments in Global African Diaspora Studies  Fatima El Tayeb
This course traces recent developments in African Diaspora Theory, among them Afropessimism, Queer of Color Critique, Black Trans Studies and Afropoplitanism. We pay particular attention to interactions between theory, art, and activism. The scope is transnational with a focus on, but not restricted to, the Anglophone Diaspora. Each session roughly follows this structure: One theoretical text representing a recent development in African diaspora studies, one earlier key text that the reading builds on, one theoretical text that does not necessarily fall under the category of diaspora studies but speaks to our topic and one text that relates to the topic but uses a non-theoretical format. Students are expected to develop their own thematically related project over the course of the semester. Preference given to juniors and seniors. Email instructor for more information.  HU, SO
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

Migration and human mobility across North America, with a focus on 1994 to the present. Critical and thematic readings examine Central
American, Mexico, and the United States as integrated spaces of migration, governance, and cultural and social exchange. Migrant social
movements, indigenous migration, gender and sexual dynamics of migration, human trafficking, crime and social violence, deportation
and detention, immigration policing, and militarized security. HU, SO

Discussion of the major currents of thought regarding climate and climate change; focusing on equity, collapse, folk knowledge, historic
and contemporary visions, western and non-western perspectives, drawing on the social sciences and humanities. WR, SO

In his collection Lunch with A Bigot: The Writer in the World, Amitava Kumar asks “What divides the writer from the rioter?” This class
is concerned with unpacking the various ways writers participate in the 21st century world as disturbers of the peace. This century has
seen great advances in technology, health, alternative energies, new forms of communication, but also vast consolidations of power,
mass incarceration, climate change, poverty, homelessness, wars, state surveillance, and sexual violence. Our current historical moment
increasingly asks us to craft broader and deeper connections between personal, local, national, and international issues. This course
explores cultural criticism on a range of issues that examine the intersections of history, politics, media, and various crises in the 21st
century by writers from a variety of backgrounds: journalists, academics, activists, artists, scientists, and politicians. We analyze how
these writers use their professional expertise to craft work for the public arena, and what it means to create a history of the present. The
course's four sections cover various responses to some of the issues most publicly contested across college campuses nationwide, and here
at Yale: racial unrest, sexual assault, climate change, poverty, incarceration, fascism, and gun violence. HU

This course examines a series of transnational literary texts and films that illuminate how the displaced – migrants, exiles, and refugees
– remake home away from their native countries. The twentieth and twenty-first centuries have produced massive displacements due
to wars, genocides, racial, ethnic and religious conflicts, economic and climate change, among other factors. Our course focuses on
several texts that explore questions of home, nation, and self in the context of specific historical events such as the Holocaust, civil rights
movements in the U.S., internment, the Indian partition, African decolonization, and Middle Eastern/Arab ethno-religious conflicts
and wars. We examine these events alongside the shifting legal and political policies and categories related to asylum, humanitarian
parole, refugee, and illegal alien status. Exploring themes such as nostalgia, longing, trauma, and memory, we look at the possibilities
and limitations of creating, contesting, and imagining home in the diaspora. Our objective is to debate and develop the ethical, political,
geographic, and imaginative articulations of home in an era of mass displacements and geo-political crises. We examine how notions of
home are imagined alongside and against categories of race, gender, and sexuality. HU

This course is an interdisciplinary and comparative study of Latinx communities and their experiences with K-12 education in the United
States. The Latinx population in the United States continues to grow, with the Census Bureau projecting that the Latinx population will
comprise 27.5 percent of the nation's population by 2060. [1] In fact, in 2018, more than a quarter of the nation's newborns were Latinx.
Yet, even as the Latinx population continues to grow, the education field has a relatively broad understanding of Latinx communities
in the United States–frequently treating them as a monolith when designing everything from curriculum to education reform policies. To
understand why such an approach to education studies may yield limited insight on Latinx communities, the course draws on research
about the broader histories and experiences of Latinx communities in the United States before returning to the topic of K-12 education.
EDST 110 Foundations in Education Studies recommended. SO

Consideration of ethnography within the genealogy and intellectual traditions of Latinx Studies. Topics include: questions of knowledge
production and epistemological traditions in Latin America and U.S. Latino communities; conceptions of migration, transnationalism,
and space; perspectives on “(il)legality” and criminalization; labor, wealth, and class identities; contextual understandings of gender and
sexuality; theorizations of affect and intimate lives; and the politics of race and inequality under white liberalism and conservatism in the
United States. SO

Over the past few decades, East Asia has become a new destination region for migrants, the phenomenon of which is continuing to
cause fierce public and political discussions on national identity and immigration and integration policies. This course explores various
types, debates, and industries of migration in contemporary East Asia. While we focus largely on Japan and South Korea, we also have
an opportunity to discuss migrant experiences in other popular destination and origin countries in Asia including China, Indonesia, the
Philippines, Singapore, and Taiwan. Starting with the major theories and concepts in international migration, we examine East Asian
migration regimes, connections between migration and high- and low-skilled labor, gender, co-ethnics, and families, as well as state, public, and civil society responses to migration.  

* ER&M 412a / PSYC 312a, Native American Mental Health  
  Mark Beitel and Christopher Cutter  
  Issues of health policy, research, and service delivery in Native American communities, with a focus on historical antecedents that shape health outcomes and social policy for indigenous communities. Urgent problems in health and wellness, with special attention to Native American mental health. The roles of the Indian Health Service, state and local agencies, and tribal health centers; comparison of Native American and European American conceptions of health and illness.  

* ER&M 438a / AFAM 455a / EDST 340a, Anti-Racist Curriculum and Pedagogy  
  Daniel HoSang  
  This seminar explores the pedagogical and conceptual tools, resources and frameworks used to teach about race and racism at the primary and secondary levels, across diverse disciplines and subject areas. Moving beyond the more limited paradigms of racial colorblindness and diversity, the seminar introduces curricular strategies for centering race and racism in ways that are accessible to students from a broad range of backgrounds, and that work to advance the overall goals of the curriculum. Prerequisite: ER&M 200 or an equivalent course addressing histories of race, ethnicity, and migration.  

* ER&M 439a / AMST 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.  

* ER&M 447a / AFST 497a / ANTH 497a / MMES 400a, Migration and Transnationalism in the Muslim World  
  Leslie Gross-Wyrtzen  
  This seminar is an introduction in three respects: first, it provides an overview of the various experiences of mobility (and immobility) studied by ethnographers of migration and the issues or questions that emerge from these studies. Second, the course explores multiple geographies and imagined communities categorized as "Muslim" to understand how movement continually shapes not only these geographies and communities but also those labeled "non-Muslim." Finally, this course represents a diverse range of methodological approaches, quandaries, and concerns that "doing migration ethnography" engenders, especially grappling with questions of anthropology and geography's entanglements with colonialism and white supremacy. Through these studies, we explore how identities are formed and reformed, how citizenship is performed or denied, how spaces are made and struggled over, how people get stuck or cut loose, and how home is lost and remade. Fundamental to these explorations are questions of identity and belonging expressed through registers of race, religion, and gender.  

* ER&M 462b / AMST 462b / WGSS 462b, 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.  

* ER&M 467a / AFAM 457a / AFST 457a / AMST 470a / 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.  

ER&M 470a, Independent Study  
  Staff  
  For students who wish to pursue a close study in the subjects of ethnicity, race, and/or migration, not otherwise covered by departmental offerings. May be used for research, a special project, or a substantial research paper under faculty supervision. A term paper or its equivalent and regular meetings with the adviser are required. To apply for admission, a student should present a prospectus and a bibliography, signed by the adviser, to the director of undergraduate studies. Enrollment limited.  

* ER&M 471a, Individual Reading and Research for Juniors and Seniors  
  Staff  
  For students who wish to cover material not otherwise offered by the program. The course may be used for research or for directed reading. In either case a term paper or its equivalent is required. Students meet regularly with a faculty adviser. To apply for admission, students submit a prospectus signed by the faculty adviser to the director of undergraduate studies.
* ER&M 491a, The Senior Colloquium: Theoretical and Methodological Issues  Quan Tran
A research seminar intended to move students toward the successful completion of their senior projects, combining discussions of methodological and theoretical issues with discussions of students' fields of research. Not available

* ER&M 492b, The Senior Essay or Project  Quan Tran
Independent research on a one-term senior essay or project.