

INTERDISCIPLINARY STUDIES (DIV II, with some exceptions as noted in course descriptions)

Chair: Professor PETER JUST

Advisory Committee: Professors: W. DARROW**, P. JUST, B. ZIMMERBERG***. Associate Professor: J. CRUZ. Assistant Professor: S. HAMMERSCHLAG.

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty and student efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern.

EXPR 245 (Re)presenting Sex: Shakespeare on Page and Stage

Crosslistings: EXPR 245/THEA 245/WGSS 245

This experimental course approaches the question of how sex and sexual identity are portrayed in Shakespeare from two different directions—close reading focused on the page and acting centered on the stage. These two critical modes—reading the text versus performing the script—are often treated in compartmentalized fashion as separate, even incompatible activities. Our goal is to take up the challenge of bringing the two perspectives together within the framework of a single, integrated course. The teaching method is to bridge the gap between the two modes not by magically dissolving, but by actively engaging, the tensions between them. For example, no performance can include all the possible interpretations; performance decisions raise questions about what alternatives have been left out. Similarly, when all interpretive possibilities are held in imaginative suspension, the specifics of bodily movement and face-to-face interaction whose meanings emerge when enacted are lost. We propose to put the two orientations in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective strengths. The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily scholars or actors, but some overlap will be built in to ensure that scholars gain understanding of acting and actors gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance. The specific topic that will bring these theoretical issues into focus is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: *The Merchant of Venice*, *Twelfth Night*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Winter's Tale*.

Class Format: lecture/discussion, with additional periods set aside for scene presentation

Requirements/Evaluation: evaluation will be based on several short papers and a final exam. All students will take the final: "scholar" students will have rigorous expectations in the writing of papers; "actor" students will have intensive (graded) performance expectations

Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS

Distributional Requirements:

Division 1

Not Offered Academic Year 2017

LEC Instructor: Robert Baker-White

EXPR 420(F) Architecture and Sustainability in a Global World (W)

Crosslistings: ARTH 420/ENVI 420/GBST 420/EXPR 420

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, and final project/paper (15-20 pages) and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, although a course in art/architectural history would be advantageous

Enrollment Preferences: Art History majors, Environmental Studies majors

Enrollment Limit: 19

Expected Class Size: 19

Materials/Lab Fee: \$100

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Distributional Requirements:

Division 1

Writing Intensive

Fall 2016

SEM Section: 01 M 01:10 PM 03:50 PM Instructor: Michelle Apotsos

EXPR 497(F) Independent Study: Interdisciplinary Studies

EXPR independent study.

Class Format: independent study

Distributional Requirements:

Non-divisional

Fall 2016

IND Section: 01 Cancelled

EXPR 498(S) Independent Study: Interdisciplinary Studies

EXPR independent study.

Class Format: independent study

Distributional Requirements:

Non-divisional

Spring 2017

IND Section: 01 Cancelled

INTR 160 Mathematical Politics: Voting, Power, and Conflict (Q)

Crosslistings: MATH 115/INTR 160

Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor

Enrollment Limit: 30

Expected Class Size: 30

Distributional Requirements:

Division 3

Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC Instructor: Allison Pacelli

INTR 210 Culture and Incarceration

Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210

This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.

Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.

Class Format: seminar

Requirements/Evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%)

Prerequisites: none

Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor

Enrollment Limit: 15

Distributional Requirements:

Division 2

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora

JLST Enactment/Applications in Institutions

Not Offered Academic Year 2017

SEM Instructor: Joy James

INTR 219T(F) Women in National Politics (W)

Crosslistings: INTR 219/PSCI 219/WGSS 219

This tutorial focuses on the writings and memoirs of women who have shaped national political and electoral/campaign culture in the 20th and early 21st centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleezza Rice, Sarah Palin, Nancy Pelosi.

Class Format: tutorial

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Enrollment Limit: 10

Distributional Requirements:

Division 2

Writing Intensive

Fall 2016

TUT Section: T1 TBA Instructor: Joy James

INTR 223(S) Image, Imaging, and Imagining: The Brain and Visual Arts

Crosslistings: PSYC 318/INTR 223/NSCI 318

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

Class Format: seminar and empirical lab course

Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project

Extra Info: satisfies one semester of Division III requirement

may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor

Enrollment Preferences: Studio Art majors; Psychology majors and Neuroscience concentrators

Enrollment Limit: 12

Expected Class Size: 12

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Distributional Requirements:

Division 3

Other Attributes:

FMST Related Courses

NSCI Group B Electives

PSYC Area 1 - Behavioral Neuroscience

PSYC Empirical Lab Course

Spring 2017

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Betty Zimmerberg

LAB Section: 02 TF 02:35 PM 03:50 PM Instructor: Betty Zimmerberg

INTR 232 Genocide in the 20th Century: Shaping Political Theories of Human Rights Advocacy

This seminar reviews 20th century genocides through a study of government policies, warfare, and the resistance against extermination in part or whole of targeted groups. Analyzing American politics and memory in their representations of genocide, students review the policies of key administrations from Presidents Theodore Roosevelt to George W. Bush. We begin with early 20th century US domestic policies towards Native Americans and African Americans and US foreign policies towards Armenians in Turkey. For the 1930s-40s, during the Franklin D. Roosevelt administration, the focus is on Stalinism and Nazi Germany. During the postwar years, the drafting and implementation of the UN Convention on the Prevention and Elimination of Genocide and war crimes tribunals are central. For the Nixon Administration, students focus on south east Asia and Cambodia. During the Clinton Administration, we examine the "ethnic cleansing" of Muslims in Bosnia, and the genocide in Rwanda, both in the 1990s. The seminar concludes with a study of the conflict in Darfur during the administration of George W. Bush.

Texts include: Dee Brown, *Bury My Heart at Wounded Knee*; William Patterson, et al. *We Charge Genocide*; Hannah Arendt, *The Origins of Totalitarianism*; Philip Gourevitch, *We wish to inform you that tomorrow we will be killed with our families*; Samantha Power, *A Problem from Hell: America and the Age of Genocide*.

Class Format: seminar

Requirements/Evaluation: individual oral report (15%); collective report (15%); research paper (60%); attendance (10%)

Prerequisites: none; open to sophomores, juniors, seniors

Enrollment Limit: 18

Expected Class Size: 18

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

INTR 252 The Human Image: Photographing People and Their Stories

Crosslistings: INTR 252/ARTS 252

The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiars and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film.

Class Format: studio/lecture

Requirements/Evaluation: students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester

Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required

Enrollment Preferences: portfolio review; permission of the instructor

Enrollment Limit: 10

Expected Class Size: 10

Materials/Lab Fee: lab fee of \$250 to be added to the student's term bill

Distribution Notes: meets Division 1 requirement if registration is under INTR

Distributional Requirements:

Division 1

Other Attributes:

FMST Related Courses

Not Offered Academic Year 2017

STU Instructor: Barry Goldstein

INTR 322(F) Race, Culture, Incarceration (D) (W)

Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora

AMST Critical and Cultural Theory Electives

AMST Space and Place Electives

JLST Interdepartmental Electives

Fall 2016

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joy James

INTR 324 The Documentary Photography Project

Crosslistings: ARTS 324/INTR 324

While every image documents something, the field of documentary photography traditionally uses still images to relate a story about the events and people that shape our world. Students will learn skills required to produce an effective visual narrative. Technical aspects of image acquisition that are particularly useful in conveying information will be reviewed, including manipulation of exposure controls, wide angle composition, and location lighting. Conceptual topics will include myths about "truth" and "objectivity" in photography, and the responsibilities of the documentarian to his/her subjects. Students will practice different types of documentation, and consider techniques for approaching, photographing and interviewing subjects. The practical aspects of developing a story, gaining access, working in unfamiliar environments and editing both individual images and series will be examined. Students will work throughout the semester on planning and executing a documentary project, culminating in an exhibition of their work and production of a print-on-demand book. Acceptance into the class requires strong technical competence, and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.

Class Format: studio

Requirements/Evaluation: class attendance is mandatory; participation in class discussion and critiques 20 %; aesthetic and technical strengths of shooting exercises 20 %; aesthetic and technical strength of final project 60 %

Prerequisites: ARTS/INTR 252 and permission of instructor

Enrollment Preferences: base on portfolio review

Enrollment Limit: 8

Expected Class Size: 8

Materials/Lab Fee: \$200

Distribution Notes: meets Division 1 requirement if registration is under ARTS; meets Division 2 requirement if registration is under INTR

Distributional Requirements:

Division 1

Other Attributes:

FMST Related Courses

Not Offered Academic Year 2017

STU Instructor: Barry Goldstein

INTR 334(S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration

Crosslistings: INTR 334/AFR 334/PSCI 346

This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories—expressed in and/or as activism—have on the racial justice programs and civil rights policies of the Obama Administration.

Legal theory, "Afro-pessimism," black feminist/queer theory are forms of radical thought shaping political discourse and influencing new advocacy formations (e.g. the Black Women's Blue Print and #BlackLivesMatter); these new democracy advocates have in turn shaped the public rhetoric and policy initiatives of a black presidency as it grapples with multiculturalism and racial animus.

Focusing on social and legal theory and the Obama Administration, this seminar uses the works of Hortense Spillers, Evelyn Hammonds, Toni Morrison as well as: Frank Wilderson's *Red, White and Black: Cinema and the Structure of US Antagonisms*; Jared Sexton's *Amalgamation Schemes*; Lewis Gordon's *Bad Faith and Anti-Black Racism*; Saidiya Hartman's *Scenes of Subjection*; Orlando Patterson's *Slavery and Social Death*; Derrick Bell's *Faces at the Bottom of the Well*; Dennis Childs's *Slaves of the State*; Assata Shakur's *Assata: An Autobiography*; Cheryl Harris's *Whiteness as Property*.

Class Format: seminar

Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); Weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A.

Extra Info: 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper.

Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements

Enrollment Preferences: if over enrolled students will be asked to submit a paragraph on their research interest relevant to the seminar.

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:

Division 2

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joy James

INTR 343T(S) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W)

Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343

This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., *Intimate Matters*; Hartman, *Scenes of Subjection*; Smith, *Killers of the Dream*; McGuire, *At the Dark End of the Street*; and films such as Griffith, *Birth of a Nation*; Micheaux, *Within Our Gates*; Gerima, *Bush Mama*.

The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.

Class Format: tutorial

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: American Studies and Women's Gender & Sexuality Studies majors and Africana Studies concentrators

Enrollment Limit: 10

Expected Class Size: 8

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

AMST Critical and Cultural Theory Electives

JLST Interdepartmental Electives

WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017

TUT Section: T1 TBA Instructor: Joy James

INTR 361T(F) Writing about Bodies (W)**Crosslistings:** ARTH 361/INTR 361/WGSS 361/THEA 361

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person.

Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films.

Class Format: tutorial**Requirements/Evaluation:** alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option**Prerequisites:** ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing**Enrollment Limit:** 10**Expected Class Size:** 10**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS**Distributional Requirements:**

Division 1

Writing Intensive

Other Attributes:

AMST Critical and Cultural Theory Electives

PERF Interdepartmental Electives

Fall 2016

TUT Section: T1 TBA Instructor: Carol Ockman

INTR 371 Women Activists and Social Movements**Crosslistings:** INTR 371/AFR 371/PSCI 371/WGSS 370

This seminar examines the role of women in "liberation movements," it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multi-disciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid-late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chungara.

Class Format: seminar**Requirements/Evaluation:** attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%)**Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor**Enrollment Limit:** 19**Expected Class Size:** 19**Materials/Lab Fee:** none**Distributional Requirements:**

Division 2

Not Offered Academic Year 2017

SEM

INTR 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads**Crosslistings:** ANTH 391/INTR 391

We often tend to think of warfare in the classic terms described by Clausewitz: states waging armed conflict against other states using uniformed armed forces that are distinct from non-combatant civilian populations. Throughout history, however, we may also encounter many instances of asymmetric conflict within states, colonies, and other political entities, involving combatants who are often indistinguishable from the general population and whose objectives are often unlike those of states: Peasant revolts, revolutions, wars of independence or national liberation, and other forms of resistance and civil insurgency pit the relatively weak against the power of the state and may succeed because, to use Mao's metaphor, the insurgents move among the people like fish in water. The close relationship between insurgent fighters and the supporting population makes the social structure, social values, social institutions—in short, the culture—of the society particularly relevant to understanding the nature of a given asymmetric conflict. In this course we will use theoretical and analytical concepts from anthropology, sociology, history, and political philosophy to examine asymmetric conflicts of the twentieth century and the present day. The course will be divided into three parts: in the first we will explore some of the theoretical literature on violence and warfare as well as some of the basic literature on tribal and peasant society, peasant revolts, wars of national liberation, guerilla warfare, and insurgencies. The second part of the course will be devoted to presentations prepared by

small groups of students on case studies, e.g., the Hukbalahap insurgency in the Philippines, the communist revolutions of China, Cuba, and Malaysia, wars of national liberation such as those in Algeria and Vietnam, and other ongoing civil conflicts such as the Palestinian intifadah and "ethnic cleansing" in the Balkans. The final portion of the course is devoted to an in-depth study of Iraq following the American invasion and to a consideration of the evolving nature of asymmetric conflict in a globalizing world.

Class Format: seminar

Requirements/Evaluation: class participation, two exams, research paper

Prerequisites: none; open to first-year students

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 30

Expected Class Size: 20

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: Peter Just

INTR 397(F) Independent Study: Interdisciplinary Studies

INTR independent study.

Class Format: independent study

Distributional Requirements:

Division 2

Fall 2016

IND Section: 01 TBA Instructor: Peter Just

INTR 398(S) Independent Study: Interdisciplinary Studies

INTR independent study.

Class Format: independent study

Distributional Requirements:

Division 2

Spring 2017

IND Section: 01 TBA Instructor: Peter Just