

## GAUDINO INITIATIVE: DANGEROUS COURSES

### **AFR 320(S) Dangerous Bodies: Black Womanhood, Sexuality and Popular Culture (Same as AMST 320 and WGSS 402)**

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the “politics of respectability” within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women’s bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or “fierceness?” This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality. This course is part of the Gaudino Danger Initiative.

Format: seminar. Requirements: evaluation will be based on class participation, short response papers, and the completion of an original research paper or project.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference given to Africana concentrators and Women’s, Gender and Sexuality Studies majors.*

Hour: 7:00-9:40 p.m. M

R. MANIGAULT-BRYANT

### **AFR 323(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora (Same as AMST 323, ARTH 223, COMP 322, and ENGL 356) (D)**

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love’s *Bayou* and Ho Che Anderson’s *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software to create their own graphic short stories based on historical and/or autobiographical narratives. This course is part of the Gaudino Danger Initiative.

Format: seminar. Evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life).

No prerequisites. *Enrollment limit: 19 (expected: 19). No preference.*

Hour: 11:00-12:15 MWF

BRAGGS

### **ARTS 101(S) Artists Respond to Dangerous Times (Same as AMST 101) (D)**

This introductory video production course focuses on how contemporary artists engage their historical moment. We will look ways in which the moving image can be used to reckon with the force that historical events and conditions have on us as artmakers, and the ways in which we might hope to have force on historical events. We will focus on U.S. makers and events in the present and recent past, with comparative attention to international and transnational work.

The course will give special consideration to particular forms of artist-made film and video: the essay film, activist/grassroots/social media, and performance-based and narrative media that reflect on historical events and the ongoing present. We will look at work by Adam Curtis, Adele Home, The Yes Men, Anna Deveare Smith, Patty Chang, Peter Watkins, Haskell Wexler, Adam McKee, Catherine Bigelow, and collectives including Asco, TVTV, ACT UP, and Occupy Wall Street. Readings will include work by Meg McLagen, Gregg Bordowitz, George Lipsitz, Kimberle Crenshaw and Gary Peller, Judith Butler, David Graeber, George Lipsitz, and others.

Format: studio. Students will complete three video production assignments. Evaluation will be based primarily on these works and class participation.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to first- and second-year students.*

Hour: 1:10-3:50 R

L. JOHNSON

### **BIOL 136(S) Studying Human Genetic Diversity: Individuals, Populations, and ‘Races’—Dangerous Biology (D)**

Scientists are rapidly acquiring DNA sequence information on thousands of individuals from a wide variety of human populations. This information can be used to illuminate human history and evolution. It can also be used in the field of medicine to develop new drugs and as a first step toward tailoring treatments to match individuals’ genomes. This information can also create new ethical and social dilemmas. Do such studies support or refute the idea of a biological basis for ‘race’? Can the data be used to justify societal inequities? Do the data have any use outside of scientific circles? Through reading scientific articles we’ll explore genome sequencing data to determine the types of DNA differences that exist among humans. We’ll examine the data in the light of human population history (migration, population bottlenecks, selection) to understand how these variations come about. Throughout we’ll discuss the implications of these studies for individuals and for society. In particular we’ll critique the use of such information in guiding policy and practice in areas such as genetic screening and eugenics, ancestry testing, ‘race-based’ medicine, forensics. Gaudino Danger Initiative. Does not count for major credit in Biology. Does not satisfy the distribution requirement for the Biology major.

As an EDI course, we’ll examine issues of power and privilege in shaping practice and policy associated with these genetic initiatives, such as in deciding what populations to study, in administering informed consent, and in addressing health disparities.

Format: seminar. Requirements: one exam, one short paper (4-6 pages), final paper (10-12 pages); class participation

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to juniors, sophomores, seniors, first-years; not open to students who have taken BIOL 202 or BIOL132*

Hour: 9:55-11:10 TR

ALTSCHULER

### **BIOL 219T(F) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)**

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular on-line and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as SARS, Ebola hemorrhagic fever, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic diseases malaria and sleeping sickness in Africa and why these diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week’s readings will have implications for public health and/or conservation biology. Does not satisfy the distribution requirement for the Biology major.

Format: tutorial. Requirements: five 4- to 5-page papers, tutorial presentations, and the student’s progress towards intellectual independence and creativity as a presenter and a respondent

Prerequisites: Biology 101 and 102 *Enrollment limit: 10 (expected: 10). Preference given to sophomores, students interested in public health*

Hour: 11:20-12:35 R

BANTA

### **COMP 264(F) Beauty, Danger and the End of the World in Japanese Literature (Same as JAPN 254)**

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerful thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shōhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kōbō, Murakami Haruki and Murakami Ryū; and apocalyptic comics and animation by Oshii Mamoru, Ōtomo Katsuhiro, and others. *The class and the readings are in English*; no familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts.

No prerequisites. *No enrollment limit (expected: 15).*

*This course is part of the Gaudino Initiative on Danger.*

Hour: 2:35-3:50 TF

C. BOLTON

### **ECON 390T(F) Financial Crises: Causes and Cures (W)**

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spill over to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies in the 19th, 20th and 21st centuries will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Format: tutorial. Requirements: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students.

Prerequisites: Economics 252, and 253/255. *Enrollment limit: 10 (expected: 10). Preference given to senior Economics majors.*

*Not available for the Gaudino option.*

*This course is part of the Gaudino Danger Initiative.*

Tutorial meetings to be arranged.

CAPRIO

### **ENGL 140(F) Catastrophe/Apocalypse: The Movie (W)**

The film industry has always appreciated the visual and dramatic possibilities of catastrophe, but perhaps unsurprisingly, given the state of our world, the apocalyptic and post-apocalyptic sensibility seems to be everywhere in our mass culture these days. In fact, being plugged into the zeitgeist might necessarily entail a familiarity with the emerging tropes and assumptions of this subgenre. This course will consider the ways in which such films help us negotiate our suspicion that, as Hegel noted, we glimpse history only in those moments

when our expectations and/or actions collide with the devastating and unforeseeable realities of our physical world and political situation. How do we measure loss when loss occurs at the upper end of the human scale? How do we consider collectively the issue of our own complicity in—if not responsibility for—disaster? Films to be studied will include W.S. Van Dyke's *San Francisco*, Steven Spielberg's *Schindler's List*, Stanley Kubrick's *Dr. Strangelove*, George Romero's *Night of the Living Dead*, Ridley Scott's *Blade Runner*, Carl Schultz's *The Seventh Sign*, Danny Boyle's *28 Days Later*, Alfonso Cuarón's *Children of Men*, Bruce McDonald's *Pontypool*, and Steven Soderbergh's *Contagion*.

Format: seminar. Requirements: four short papers totaling more than twenty pages and in-class presentations.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students who have not taken or placed out of a 100-level English course.*

*May not be taken on a pass/fail basis.*

Hour: 1:10-2:25 TF

J. SHEPARD

### **GERM 277(F) Dangerous Minds/Endangered Minds in the German Tradition (Same as COMP 277)**

"When we are missing ourselves, we are missing everything." So spoke young Werther in Johann Wolfgang Goethe's groundbreaking novel from 1774. The Sorrows of Young Werther exploded into high Enlightenment Germany, with its emphasis on rationality, on universal human values and on optimism about the future, a bestseller that instead exposed the volatile inner world of an extraordinary individual. Throughout the nineteenth and twentieth centuries in Germany and Austria, profound interiority surfaced frequently to challenge—and even threaten—what was touted as the triumph of objective, scientific thought. At the same time, the writers and thinkers who explored the deepest recesses of the mind were beset by alienation and despair as they were drawn into inevitable conflict with dominant paradigms.

This course will examine literature and thought at the moments when the tectonic plates of reason and supposed unreason converge and collide most forcefully: around 1800 (Goethe, Kleist, and the Romantics), around 1900 (Nietzsche, Freud, Kafka, Hofmannsthal), the mid-twentieth century with its disastrous consequences (Hitler, Böll, Bachmann) and the end of the millennium (Roth, Jelinek). Some theoretical work (psychoanalytic theory, Adorno, Benjamin) will aid in the process of understanding the literature and philosophy we read. All readings and discussion will be in English translation.

Format: seminar. Requirements: active class participation, several one-page papers, one 5-page paper and a final written and oral project.

Prerequisites: one college-level literature course. *Enrollment limit: 25 (expected: 15). Preference given to actual or prospective Comparative Literature, Literary Studies, or German majors.*

Hour: 1:10-2:25 MR

NEWMAN

### **HIST 480T(F) Dangerous Narratives: Interpretations of the Israeli-Palestinian Conflict (Same as ARAB 480) (W) (D)**

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Format: tutorial. Requirements: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors as well as Arabic Studies and Jewish Studies majors.*

*This course is part of the Gaudino Danger Initiative.*

Group E

Tutorial meetings to be arranged.

BERNHARDSSON

### **HIST 490T(F) Memory, History, and the Extermination of the Jews of Europe: Dangerous History (Same as JWST 490T) (W)**

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Format: tutorial. Requirements: Class time consists of weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week. On alternate weeks, the student will write a 2-page critique of the fellow student's paper. A final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work.

Prerequisite: permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to History majors and Jewish Studies concentrators. Not available for the Gaudino option.*

Group C

Tutorial meetings to be arranged.

GARBARINI

### **INST 210T(S) Violence and Public Health (W)**

This interdisciplinary tutorial will analyze the advantages and limitations of public health perspectives on different categories of violence. Through readings in the primary and secondary literature and analysis of on-line databases, we will explore how structural violence, armed political violence, and interpersonal violence affect public health, as well as examine evidence suggesting that violence is preventable and amenable to public health strategies. This course is part of the Gaudino Danger Initiative.

Format: tutorial. Requirements: weekly 3- to 4-page or 1- to 2-page papers.

Prerequisites: a background in Public Health is preferred. *Enrollment limit: 10 (expected: 10). Preference given to students with a demonstrated interest in Public Health.*

*Cannot be taken on a pass/fail basis.*

Tutorial meetings to be arranged

K. EDWARDS

### **MUS 273T(S) Dangerous Music (W)**

As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and Totalitarians, as well as opponents of ragtime, rock 'n' roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment. Part of the Gaudino Danger Initiative, this tutorial course will explore the intersection of music and danger in a broad range of historical, cultural, and global contexts.

Format: tutorial. Requirements: evaluation will be based on participation, five 5- to 6-page papers/presentations, and five 1- to 2-page responses.

Prerequisites: an ability to read music is desirable but not required. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.*

*May not be taken on a pass/fail basis; not available for the Gaudino option.*

Hour: 1:10-2:25 TF

HIRSCH

### **PSCI 209(F) Poverty in America: Dangerous Politics (Same as WGSS 209)**

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its danger to individuals as well as political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Format: discussion/lecture. Requirements: class participation, two or three short papers, and a final paper.

No prerequisites; open to first-year students. *Enrollment limit: 25 (expected: 25). Preference given to Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors.*

*This course is part of the Gaudino Danger Initiative.*

*American Politics Subfield*

Hour: 1:10-2:25 TF

C. JOHNSON

### **PSCI 206T(S) Dangerous Leadership in American Politics (Same as LEAD 206) (W)**

Leadership in American politics today is typically celebrated. A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will

explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Format: tutorial. Requirements: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors and Leadership Studies concentrators.*

*May not be taken on a pass/fail basis.*

*This course is part of the Gaudino Danger Initiative.*

Tutorial meetings to be arranged.

MELLOW

### **PSYC 317T(S) Nature via Nurture: The Psychobiology of Danger**

This course examines the relative contributions of nature (genetics) and nurture (the environment) to the neurobiology of aggression and fear, leading to individual differences in behavior in dangerous situations. We will evaluate the neuroscience literature to arrive at an understanding of the neuroanatomy and neurochemistry underlying behaviors that create danger (e.g. violence, child abuse, antisocial behavior, alcohol abuse) and behaviors that respond to danger (e.g. inhibition, risk-taking, stress responses, empathy). Modern neuroscience techniques, such as brain imaging, selective trait breeding and gene mapping, have discovered new relationships between genes and behavior. However, recent studies on the effects of social and cognitive factors suggest critical environmental influences on the expression of these genetic determinants. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes in dangerous situations.

Format: tutorial. Requirements: students will meet in pairs with the instructor for an hour each week; each week, students will either present an oral argument of a 5-page position paper or respond to their partners' paper; weekly lab meetings will be held and empirical projects will be presented in a poster session at the final meeting.

Prerequisites: Psychology 212 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors and Neuroscience concentrators.*

*Satisfied one semester of the Division III requirement. May not be taken on a pass/fail basis. This course is part of the Gaudino Danger initiative.*

Tutorial meetings to be arranged. Lab: 1:10-3:50 R

ZIMMERBERG

### **PSYC 359(S) Anxiety Disorders: Responses to Danger, Both Real and Imagined**

This is an advanced course on anxiety disorders that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and concentration camp survival. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field. This course is part of the "Gaudino Danger Initiative."

Format: seminar. Requirements: active class participation, frequent response papers, midterm examination and final term paper.

Prerequisites: Psychology 252. *Enrollment limit: 19 (expected: 16). Preference given to Psychology majors.*

Hour: 8:30-9:45 MW

HARRINGTON

### **REL 102(F) Sin, Danger, Darkness and Disease: Conceptualizing Evil and Misfortune in the Abrahamic Traditions**

How do religious traditions cope with the problem of evil when they conceptualize their God as beneficent, omniscient and omnipotent? This classic question haunts every monotheism. This course will focus on this problem in Judaism and Christianity, with some attention to Islam as well, and will also consider post-religious variations on the theme. We will consider both philosophical accounts beginning in the Hebrew Bible with Job and Ecclesiastes and move forward through rabbinic texts and Saint Augustine; taking stock of the medievals in all three traditions, moving into early modernity with Leibniz and will treat as well modern transformations of this question in thinkers such as Kant, Hegel, Kafka, Blanchot and Susan Sontag. This course is a part of the 2012-13 Gaudino Initiative on Danger and will be co-taught by Ryan Coyne and Sarah Hammerschlag.

Format: lecture. Requirements: several short response papers and a take-home exam.

No prerequisites. *No enrollment limit (expected: 40). Preference given to first-year students.*

Hour: 11:00-11:50 MWF

HAMMERSCHLAG and COYNE