

# **FEIT INTERDISCIPLINARY SEMINAR PROGRAM**

## **FALL 2020**

### **Surveillance Law and Literature**

CTRH

Tuesday-Thursday 10:45–12:00

Yafit Lev-Aretz, Law

Rafael Walker, English

Most of us have heard it expressed, in some form or fashion, that we live in a surveillance society. But what, exactly, does that mean? This course approaches that vexed question through an unexpected lens: literature. We will examine some of the finest literary works to have focused on surveillance (by such authors as Nathaniel Hawthorne, Franz Kafka, George Orwell, Danzy Senna, among others) alongside important scholarly works and court cases that have shaped the flourishing interdisciplinary field known as “surveillance studies.” Although we certainly will discuss the more familiar forms of surveillance (state-sanctioned, forensic, etc.), we also will consider some of the many other places in which surveillance figures—including love and marriage, childrearing, the formation of personal identity, and entertainment.

### **Fight the Power: Race, Class and Gender in Popular Music**

NTH

Tuesday 2:30-5:25

Liz Wollman, Fine and Performing Arts (Music)

Danielle Seid, English

This course will examine the development of American popular music through the prisms of race, class and gender. We will focus on the historic development and sociocultural contexts in which various popular styles have evolved in the US. Over the course of the semester, we will examine a number of texts—visual, aural, and written—that relate to a variety of popular music genres and their audiences. The connection between popular styles and the changing notions of race, gender and social class—as well as the impact that music has had on American social and political history—will be explored.

### **Intergroup Dialogue on Race and Ethnicity**

MWH

Wednesday 11:10-2:05

Nancy Aries, School of Public Affairs (Social Policy)

Sonia Jarvis, School of Public Affairs (Law)

This highly interactive course brings together students to examine the roles that race, ethnicity, and other intersecting identities play in their lives. Course work includes an interdisciplinary blend of scholarly readings, in-class dialogue, experiential learning activities, reflective writing,

and an intergroup collaborative action project aimed at bettering relationships and communication patterns outside the class itself. The course readings link students' personal experiences with race and ethnicity to a socio-historical understanding of individual, institutional, and structural discrimination, and to the ways social inequality is embedded in social institutions and individual consciousness, thus constraining life chances. The readings address power imbalances within and between racial groups, and the ways privilege is allocated and social inequalities are maintained. Students will engage in sustained and respectful dialogue around racial divisions, learning to build skills in intergroup communication, collaboration, and relationships. Students will bring their own experiences with race and ethnicity into the classroom as a legitimate element of learning. Class members will explore similarities and differences between their experiences with race and privilege within and across racial identity groups, with the goal of coming to understand the underlying conditions that account for these different life experiences and perceptions.