Courses Spring 2017

Here is a list of courses that counts towards the African Studies Certificate this spring. These are courses we have identified with at least 25% of African content. If, however you know of other classes please let us know! Graduate students, remember that if you focus all of your course papers on an African topic you can still count that class towards the certificate even if the class does not have 25% African content.

\* must do an additional project to count towards the certificate

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **22990** | **AFRCNA** | **AFRCNA 0031** | **INTRODUCTION TO AFRCNA STUDIES** | | Germain,Felix Fernand |
|  | Meets Reqs: HS IFN  GLO | W | 06:00 PM to 08:30 PM | WWPH 4165 | 3 Credits |
| This is an introductory survey of the historical, political and socio-cultural experience of the global Africans with particular reference to the African Americans. The purpose of this course is to introduce students to the field of Africana studies. An interdisciplinary approach will be used to examine the eight primary subject areas of Black experience in the US. They include: history, religion, social organization, politics, economics, creative culture, psychology and education. The major strands of Afro-centric social theory and protest thought will also be employed to study the resistance and social change strategies embodied in the works and actions of movements, historical figures and creative cultural productions. | | | | | |
| **22989** | **AFRCNA** | **AFRCNA 0031** | **INTRODUCTION TO AFRCNA STUDIES** | | Tillotson,Michael Tyris |
|  | Meets Reqs: HS IFN  GLO | TTh | 11:00 AM to 12:15 PM | WWPH 1700 | 3 Credits |
| This is an introductory survey of the historical, political and socio-cultural experience of the global Africans with particular reference to the African Americans. The purpose of this course is to introduce students to the field of Africana studies. An interdisciplinary approach will be used to examine the eight primary subject areas of Black experience in the US. They include: history, religion, social organization, politics, economics, creative culture, psychology and education. The major strands of Afro-centric social theory and protest thought will also be employed to study the resistance and social change strategies embodied in the works and actions of movements, historical figures and creative cultural productions. | | | | | |
| **10744** | **AFRCNA** | **AFRCNA 0212** | **WEST AFRICAN DANCE** | | Sharif,Oronde S. |
|  | Meets Reqs: IFN  REG | MW | 10:00 AM to 11:15 AM | TREES MPRL | 3 Credits |
| This course is designed to pursue at an introductory level specific ethnic dance forms of West Africa. These include the Yoruba of Nigeria, the Akan of Ghana and the Mande people of the Senegal-Gambia area. The dance cultures will be introduced from theoretical and aesthetic perspectives based upon historical material, videotapes illustrating the various ethnic dance forms and guest artists. The practicum will consist of learning specific dances of West Africa, such as "Gota" of Ghana, "Ajaja" of Nigeria and "Lenjen go" of the Senegal-Gambia area. | | | | | |
| **25999** | **AFRCNA** | **AFRCNA 0385** | **CARIBBEAN HISTORY** | | Germain,Felix Fernand |
|  | Meets Reqs: HS IFN  REG | MW | 12:00 PM to 01:15 PM | WWPH 4165 | 3 Credits |
| This course will examine the historical roots of contemporary Caribbean society. Major historical developments from the period of the subjugation of the indigenous populations through the era of slavery and the plantation system to the rise of modern nationalism and the impact of U.S. intervention will be examined, as will related socio-economic systems and institutions. The pan-regional approach which recognizes shared identity and experiences not only within the Caribbean but also with Africa and the American south will be preferred, although illustrative studies of some individual countries will be undertaken. | | | | | |
| **29658** | **AFRCNA** | **AFRCNA 0454** | **MAN/WOMAN LITERATURE** | | Brooks,Robin |
|  | Meets Reqs: LIT | TTh | 02:30 PM to 03:45 PM | WWPH 4165 | 3 Credits |
| Man/Woman Literature is a course that explores the various ways African American, Caribbean, and African male and female writers frame gender in their fiction. Aside from examining the intersectionality of race, gender, class, sexuality, and national identity, we will interrogate the social construction of gender and cultural assumptions about gender around topics such as family dynamics, romantic relationships, girlhood/boyhood, masculinity/femininity, body politics, and sexual violence. | | | | | |
| **29660** | **AFRCNA** | **AFRCNA 0522** | **INTRODUCTION AFRCN LITERATURE** | | Brooks,Robin |
|  | Meets Reqs: LIT | TTh | 11:00 AM to 12:15 PM | WWPH 4165 | 3 Credits |
| This course explores male and female writers from different countries across the continent of Africa. The fiction (written or translated into English) is from the late 1950s to the 2000s and invokes various social, political, and historical particularities associated with the region. | | | | | |
| **11252** | **AFRCNA** | **AFRCNA 0524** | **SWAHILI 2** | | Aiyangar,Gretchen M Lubua,Filipo Azza |
|  | Meets Reqs: L | MW | 04:00 PM to 05:40 PM | CL G16A | 4 Credits |
| The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512. | | | | | |
| **17385** | **AFRCNA** | **AFRCNA 0526** | **SWAHILI 4** | | Lubua,Filipo Azza Aiyangar,Gretchen M |
|  |  | MW | 06:00 PM to 07:15 PM | CL G16B | 3 Credits |
| The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512. | | | | | |
| **26133** | **AFRCNA** | **AFRCNA 0586** | **EARLY AFRICAN CIVILIZATIONS** | | Beeko,Eric |
|  | Meets Reqs: HS IFN  REG | MW | 03:00 PM to 04:15 PM | WWPH 4165 | 3 Credits |
| The course surveys the emergence and growth of early African civilization from the beginnings of the evolution of the human race to the eve of the European colonization of the continent. It introduces students to the multiple disciplines contributing to knowledge about early Africa, and shows the centrality of Africa and Africans for humanity in general. It presents the long history of Africans and their roles, at different times and in different parts of the continent. It begins with their migration, and their agricultural innovation, leading to the creation of growth of larger and more complex societies and polities; the development of new kinds of economic and social relations, and the invention and spread of new ideas, tools, institutions, and modes of artistic and cultural expression that led to emergence of states, kingdoms, and empires. Among the principal themes that the readings and discussions focus on are: Pre-history of Africa and the genesis of humankind; the complexity of migration, and state formation; and African and European earlier contact. Its basic goal is to promote, an appreciation of Africa's contributions to world civilization. | | | | | |
| **30126** | **AFRCNA** | **AFRCNA 0630** | **AFRO-AMERICAN HISTORY 2** | | Tsoukas,Liann E |
|  | Meets Reqs: HS | M | 06:00 PM to 08:25 PM | WWPH 4165 | 3 Credits |
| This course will survey some of the main themes, controversies, and forces in African-American history from Reconstruction to the present. We will consider various aspects of the black experience such as migration, life in the rural south and urban north, work, family, culture, various forms of resistance and accommodation, and the quest for political identity and citizenship. | | | | | |
| **24422** | **AFRCNA** | **AFRCNA 0630** | **AFRO-AMERICAN HISTORY 2** | | Bland,Robert D |
|  | Meets Reqs: HS | MW | 03:00 PM to 04:15 PM | LAWRN 105 | 3 Credits |
| This course will survey some of the main themes, controversies, and forces in African-American history from Reconstruction to the present. We will consider various aspects of the black experience such as migration, life in the rural south and urban north, work, family, culture, various forms of resistance and accommodation, and the quest for political identity and citizenship. | | | | | |
| **25733** | **AFRCNA** | **AFRCNA 0787** | **BLACK CONSCIOUSNESS** | | Temple,Christel Nanette |
|  | Meets Reqs: PH | TTh | 01:00 PM to 02:15 PM | WWPH 4165 | 3 Credits |
| This course is a dynamic study of the emergence of the Black intellectual, philosophical, and cultural traditions of the Americas, the Caribbean, and Europe featuring the rise of the radical Black tradition, the ethical and moral foundations of an ancient African humanism, and Pan-African/transnational activist momentum. Our goal is to comparatively and critically map ideas and traditions of vibrant, intergenerational, African and Diaspora survivalist genius. | | | | | |
| **24689** | **AFRCNA** | **AFRCNA 1026** | **AFRCN PRSEN LAT AMERN LIT/CULT** | | Branche,Jerome Clairmont Alan |
|  | Meets Reqs: IFN  COM | MWF | 02:00 PM to 02:50 PM | CL 151 | 3 Credits |
| This course seeks to apprehend some of the facets of black agency in the social, cultural, and political constitution of the colonial and post-colonial Hispanic world, within the current context of change and challenge to received epistemologies constitutive of "Latin" America. Its working corpus will be literary, anthropological, filmic, and historicist. The seminar will be conducted in Spanish and English. | | | | | |
| **30657** | **AFRCNA** | **AFRCNA 1108** | **AFRICAN AMERICAN FOLK CULTURE** | | Alfonso Wells,Shawn Michelle |
|  |  | M | 06:00 PM to 08:30 PM | CL 119 | 3 Credits |
| This course will explore several aspects of African American folk culture being defined as non-elite expressions of art, music, dance, theatre, literature, humor material culture and religious beliefs. Particular attention will be given to the role of folklore in the perpetuation and transmission of shared cultural knowledge among blacks in the United States. | | | | | |
| **23224** | **AFRCNA** | **AFRCNA 1309** | **WOMN OF AFRC & AFRCN DIASPORA** | | Covington-Ward,Yolanda |
|  | Meets Reqs: SS IFN | MW | 01:30 PM to 02:45 PM | WWPH 4165 | 3 Credits |
| This course explores histories, cultures, and socio-political issues of relevance to women of African descent across the geographical spectrum of the Pan-African world: Africa, the Caribbean and Latin America, and North America. The course begins by exploring gender and sex, and then delves into ideas of feminism, black feminism, and womanism as relevant ideologies for women of African descent. Finally, the course uses articles and three major texts---a novel (Zimbabwe) and two ethnographies (United States and Brazil), to examine issues of colonialism, identity politics, colorism, cultural representation, sex work, and women in hip hop. | | | | | |
| **29662** | **AFRCNA** | **AFRCNA 1310** | **CULTURES OF AFRICA** | | Covington-Ward,Yolanda |
|  | Meets Reqs: SS IFN  REG | MW | 10:00 AM to 11:15 AM | WWPH 4165 | 3 Credits |
| This course explores the diversity of the many cultures and societies of Africa, both past and present. Moving beyond stereotypes and commonly-held misconceptions about Africa and Africans, we will explore a range of issues and topics relevant to the every-day lived experiences of Africans. These include ideas of kinship, memory and forgetting, the impact of war, experiences of migration, religious transformations, and the uses and meanings of performance and popular culture. A comparative approach will be used, drawing upon ethnographic case studies from various countries and regions of the African continent, as well as historical and literary sources. | | | | | |
| **18262** | **AFRCNA** | **AFRCNA 1353** | **COMPARATIVE DANCE EXPRESSION** | | Sharif,Oronde S. |
|  | Meets Reqs: EX | MW | 11:30 AM to 12:45 PM | TREES MPRL | 3 Credits |
| The purpose of this course is to examine how dance can be used to address 'change'--politically, socially, racially, etc. We will use African-American dance as a lens for examining the students' idea of being catalyst for 'Change.' Students will research the historical and cultural factors influence the way dance is used as a vehicle for expression. Particular attention will be given to how personal ideology impact and reflect history, aesthetic values, socio-political values including race, class, and gender, and spiritual beliefs. Through this comparative study of dance, students will present their ideas of how to create 'Change.' These objectives will be accomplished through lectures, video discussion, and dance. | | | | | |
| **28346** | **AFRCNA** | **AFRCNA 1510** | **HEALTH IN THE AFRICAN DIASPORA** | | Fapohunda,Abimbola Omolola |
|  |  | MW | 04:30 PM to 05:45 PM | WWPH 4165 | 3 Credits |
| The African Diaspora refers to communities throughout the world that descend from the historic movement of peoples from Africa to the Americas, Europe, Asia, and the Middle East. This course will evaluate health disparities, unique health challenges, and related issues from ancient to modern times. Through an examination of the relationship between health status and historical context, students will develop a deeper understanding about the current health statuses of over 160 million descendants of the Transatlantic Slave Trade. | | | | | |
| **30649** | **AFRCNA** | **AFRCNA 1535** | **DIMENSIONS OF RACISM** | | Tillotson,Michael Tyris |
|  |  | TTh | 04:00 PM to 05:15 PM | WWPH 4165 | 3 Credits |
| This course will examine racism and its concurrent configurations in America and other parts of the world. Through the lens of science, philosophy, history and religion, this course will explore the intellectual development of racism and illuminate the racialized relationships that exist between social institutions and their bearing on the lives of oppressed groups. This course will investigate the racist paradigm, its organizing principles, and theoretical constructs. This course seeks to help the student understand the role of racism in the development of racial identities and also to ground the student in the basic tenets of the racist enterprise and its material realities.The aim of this course is not to solve the problem of racism nor convince the student of the existence of racism. At the end of the course the student will have a basic understanding of the development of a racialized world. | | | | | |
| **27762** | **AFRCNA** | **AFRCNA 1656** | **HISTORY OF AFRICA SINCE 1800** | | Miller,James M |
|  | Meets Reqs: IFN  REG | TTh | 04:00 PM to 05:15 PM | CL 139 | 3 Credits |
| Surveys the history of Africa from 1800 to the present day. Major themes include commerce between Africa and Europe, the imposition of European colonial rule in the nineteenth century, African resistance against colonialism and the Pan-Africanist movement, African nationalism, and the challenges faced by African nations since independence. | | | | | |
| **10249** | **AFRCNA** | **AFRCNA 1901** | **INDEPENDENT STUDY** | | Sharif,Oronde S. |
|  |  |  | 12:00 AM to 12:00 AM | WWPH 4139 | 1 - 6 Credits |
| Students desiring to take an independent study should develop an outline of the independent study, consisting of a two to three page typed proposal containing (a) the SUBSTANCE of work to be accomplished, (b) the OBJECTIVES of the study, (c) the METHODOLOGY or APPROACH toward completion of the study, (d) the EVALUATION by which to determine when the objectives of the study are met, and (e) the SCHEDULE of meetings and interactions with the faculty sponsor that the student selects. These items will be reviewed by the individual faculty sponsor and agreed upon before any independent study is approved. | | | | | |
| **11078** | **AFRCNA** | **AFRCNA 1903** | **DIRECTED RESEARCH** | | Taylor,Jerome |
|  |  |  | 12:00 AM to 12:00 AM | WWPH 4139 | 1 - 6 Credits |
| Individual research under the supervision of a faculty member. Student must select a faculty sponsor to be able to work at their own pace on a particular project. Theoretical and conceptual interest in the emerging discipline of Africana Studies and the Black experience offer students dynamic, creative and intellectual avenues into new areas for discovery. | | | | | |
| **24393** | **ANTH** | **ANTH 0681** | **INTRODUCTION TO HUMAN EVOLUTN** | | Schwartz,Jeffrey H |
|  | Meets Reqs: NS | TTh | 10:00 AM to 10:50 AM | FKART 125 | 3 Credits |
| Introduction to the evolutionary history of our species, Homo sapiens, beginning with understanding our place among monkeys and apes, the diversity of our now extinct closest relatives, and, eventually, their -- and our -- possible evolutionary relationships. In order to pursue this topic properly we will delve into the areas of comparative anatomy, geology, and paleontology, as well as evolutionary theory, especially the concept of 'species' and figuring out evolutionary relationships. Lectures will rely heavily on slides and weekly handouts. There will be three exams. All will be based on T/F, multiple choice, fill-in, and 'identify this structure or specimen' types of questions. The final grade will be based on these exams, (e.27%, 27%, 27%), as well as attendance in lecture and recitations, participation in recitation, and performance on quizzes (19%). | | | | | |
| **24325** | **ANTH** | **ANTH 0710** | **SPEC TOPICS IN CULTRL ANTHRO** | | Yearwood,Gabby Matthew Harlan Bk,Amar Bahadur |
|  | Meets Reqs: IFN  REG | TTh | 09:30 AM to 10:45 AM | WWPH 1700 | 3 Credits |
| Sport captures the minds and money of billions of people everyday, the Olympics, World Cup Soccer, American College Football, and Little League World Series. Television, radio, cell phones, internet keep us updated on the latest scores, highlights and goings on of our favorite and least favorite athletic personalities. Yet despite its overwhelming significance in everyday life it goes largely ignored in Anthropological discussions. This course serves to introduce students to the significance and centrality of sport in understanding and interpreting social life. Sport will be critically examined through major anthropological categories of race, class, ethnicity, gender and power. We will be using sport as the focal point with which to examine varying attitudes, institutions and social dynamics. We will examine such topics as biological racism, masculinity, women in sports, gay and transgender issues in sport, sport and economics as well as sport and its connection to citizenship. This will not be a history of sport nor will it be a cross-cultural comparison of different kinds of sport from around the world but rather this course will seek to demonstrate to you how sport figures into the shaping of our worldview and structuring of social institutions. | | | | | |
| **10287** | **ANTH** | **ANTH 0780** | **INTRO TO CULTURAL ANTHROPOLOGY** | | Yearwood,Gabby Matthew Harlan |
|  | Meets Reqs: SS | TTh | 12:00 PM to 12:50 PM | FKART 125 | 3 Credits |
| This course is designed to introduce students to cultural anthropological methods and concepts that are useful for gaining a better understanding of human diversity. We will examine such topics as family systems, economic and political change, religion and ritual in order to encourage students to question commonly held assumptions about what is "normal" and "natural" in human experience. Films, videos and slide presentations will supplement texts and lectures. Evaluation of the recitation sections will be determined by the recitation instructor. Attendance, class participation, projects and short quizzes will form the basis of the recitation grade. | | | | | |
| **19296** | **ANTH** | **ANTH 0780** | **INTRO TO CULTURAL ANTHROPOLOGY** | | Wanderer,Emily Mannix |
|  | Meets Reqs: SS | MW | 11:00 AM to 11:50 AM | FKART 125 | 3 Credits |
| This course is designed to introduce students to cultural anthropological methods and concepts that are useful for gaining a better understanding of human diversity. We will examine such topics as family systems, economic and political change, religion and ritual in order to encourage students to question commonly held assumptions about what is "normal" and "natural" in human experience. Films, videos and slide presentations will supplement texts and lectures. Evaluation of the recitation sections will be determined by the recitation instructor. Attendance, class participation, projects and short quizzes will form the basis of the recitation grade. | | | | | |
| **26586** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Whitehead,Jeffrey Robert |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
| A description is not available at this time. | | | | | |
| **25817** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Yearwood,Gabby Matthew Harlan |
|  |  | TTh | 04:00 PM to 05:15 PM | LAWRN 105 | 3 Credits |
| This course takes a critical look at the narratives and discourses in and around race and its relationship to scientific thought that both essentializes and naturalizes bodies and their capabilities. We will explore narratives which use the tool and authoritative voice of science, scientific method and genetics. In addition, we will look at some of the historical and contemporary narratives of the biological underpinnings of race discourse and its incorporation into everyday imaginings of social identities. We will look at blogs, internet posts, media, and academic literature to view and critique the ways in which science logic becomes racialized logic. | | | | | |
| **30134** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Begim,Ainur |
|  |  | TTh | 01:00 PM to 02:15 PM | WWPH 3300 | 3 Credits |
| Frequently conceived as a politically and economically isolated region, Central Asia, past and present, is in fact defined by movement of people, financial flows, and trade networks that embed Central Asia within the global economy. In the past Central Asian cities, located on the path of the Silk Road, were key nodes of trade, communication, and innovation, connecting the East and West. Today vast natural resources of Central Asia power the Chinese economy, and with its proximity to the Middle East, Central Asia is central to geopolitical games played by Russia, China, the United States, and the European Union. In this course, we will examine these contemporary global linkages anthropologically by reading ethnographic accounts of contemporary Central Asia as a ways to understand how people from the region experience and navigate profound economic and political transformations that followed the collapse of the Soviet Union. We will read anthropological studies of the region alongside journalistic accounts and political science analyses of Central Asia as well as classic and contemporary social theory. The goals of the course are the following: (1) to complicate the grand narratives of nationalist revival, Islamic radicalization, and postsocialist transition; (2) to think afresh about issues of modernity, statehood, and development in the region; and (3) to place Central Asia within the broader global context. In this course, Central Asia is broadly defined as Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, Xinjiang (China), Turkic Siberia (Russia), and Western Mongolia. | | | | | |
| **17092** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Kao,Philip Y |
|  |  | TTh | 11:00 AM to 12:15 PM | WWPH 3415 | 3 Credits |
| This seminar-style course (open to undergrads and grads) examines the culture(s) of terrorism, and how the idea and discourse of terrorism gets utilized in modern society. It also explores the 'strategic cultures' and social structure of counterterrorism. Topics to be covered include: Resistance strategies; political terrorism; (post)colonialism; anarchy; the national security state; cyberterrorism; as well as kinship, gender, and the social life of terrorists. | | | | | |
| **26042** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Brown,Laura C |
|  |  | M | 09:00 AM to 11:55 AM | WWPH 3300 | 3 Credits |
| Semiotic anthropology examines the social life of meaning. It extends questions of representation and interpretation beyond the study of language to examine how culture orders and is ordered by the objects that surround us. Drawing on recent work in anthropology, philosophy, and industrial design this course investigates four interrelated questions: How are value and meaning assigned to objects? How does culture shape sensory perception? How are styles defined, interpreted and changed over time? How do landscapes, infrastructure, and architecture shape possibilities for thought and action? As well as reading a range of classic and contemporary scholarly works, students in the course will have the opportunity to experiment with methods through which ethnographers and designers seek to document and interpret the social life of material things. Assignments for the course include a photo essay and two short papers. No prior knowledge of anthropology or semiotics is expected. This course is open to graduate and undergraduate students from any field. | | | | | |
| **25898** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Brown,Laura C |
|  |  | MW | 03:00 PM to 04:15 PM | LAWRN 106 | 3 Credits |
| This course uses the anthropology of language and media to examine everyday life in contemporary South Asia. In it you will experiment with methods for the study of a range of media including: spoken conversations, print advertisements, social media, and digital payment systems and examine their applications in fields ranging from academic study to social policy, medicine, and industrial design. Readings, films, and activities aim to give you a sense of the variety of perspectives used to understand life in India, Pakistan, Sri Lanka, and Nepal. The course is divided into four sub-sections. 'Imagining South Asia' examines how South Asia and its boundaries have been mapped and defined. 'Print Publics' examines the significance of newspapers, and other print technologies in forming and informing the grounds for political participation. 'Media Circulation' examines the circulation of social media, text messages, and TV-commercials in relation to morality, nationalism, and the cultivation of sentiment. Finally, 'Space and Circulation' examines the relationship between commodities, spaces, and the states that regulate their movement. Assignments for the course include informal reports on class activities and a research paper. No prior knowledge of anthropology or South Asia is expected. | | | | | |
| **30155** | **ANTH** | **ANTH 1771** | **RELIGION AND CULTURE** | | Jouili,Jeanette Selma Lotte |
|  |  | TTh | 09:30 AM to 10:45 AM | WWPH 3415 | 3 Credits |
| This course has two objectives: 1. To understand religion and religious phenomena wherever and whenever found in human societies. What is the diversity of religious phenomena, and what are the commonalities? 2. To understand how anthropologists and other behavioral scientist have explained religion and religious phenomena. That is, what anthropological and social science explanations are available to us as we examine religion cross-culturally? What are the alternatives available to us as anthropologists to explaining religious things? One particular focus in the course will be the relationship of religion to national monarchies and cultural nationalism. Other topics include witchcraft and sorcery, divination, myth and ritual, the differences between religion, magic and science, and revitalization movements and other theories of religion and cultural change. | | | | | |
| **30223** | **ANTH** | **ANTH 1778** | **CULTURES OF AFRICA** | | Covington-Ward,Yolanda |
|  |  | MW | 10:00 AM to 11:15 AM | WWPH 4165 | 3 Credits |
| This course explores the cultures and societies of Africa from prehistory through the present. Beginning with an examination of traditional culture, we then turn to the cultural transformations, continuities, and dislocations experienced during enslavement, colonialism and the post-colonial situation. A comparative approach, drawing upon both ethnographic and historical sources, will illuminate these processes. While the course readings may refer to various countries and regions of the African continent, our in-depth analysis and comparison will focus mainly on three countries: Uganda, Democratic Republic of Congo, and Ghana. | | | | | |
|  |  |  |  | |  |
| **25178** | **CGS** | **ECON 0500** | **INTRO INTERNATIONAL ECONOMICS** | | Gajanan,Shailendra N |
|  | Meets Reqs: COM |  | 12:00 AM to 12:00 AM | WEBTBA | 3 Credits |
| This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. This is a CGS Web course with web based (BlackBoard) instruction and weekly online interaction is required. Students must have reliable internet access to take this course. | | | | | |
| **25196** | **CGS** | **MUSIC 0311** | **INTRODUCTION TO WORLD MUSIC** | | Lwanga,Charles |
|  | Meets Reqs: MA  COM | W | 06:00 PM to 08:30 PM | BELLH 309 | 3 Credits |
| Focusing on a variety of musical traditions throughout the world, this course addresses factors that have influenced historical and contemporary musical performance practices. Special attention is placed on how political, economic, social, and religious factors influence musical aesthetics and notions of identity among performers and audiences. Positioning music within a broader context of postcolonial, technological, and transnational development, this course analyzes the ever-changing relationship between traditional and modern socio-musical approaches toward performance techniques, musical transmission, and intercultural exchange. | | | | | |
| **25215** | **CGS** | **SOC 0477** | **MEDICAL SOCIOLOGY** | | Kerr,Margaret Anna |
|  |  |  | 12:00 AM to 12:00 AM | WEBTBA | 3 Credits |
| This course is designed to provide students with a sociological perspective on medical beliefs, practices, and delivery systems. The practice of medicine is embedded in a particular social system, and social factors have an effect on our understanding of illness, the distribution of illness in the population, how/where/by whom medicine is practiced, and also how it is paid for. In addition, ethical decisions about life and death are based in social belief systems which evolve historically in response to technological developments and changing practice possibilities. Students in this course will develop an understanding of how medical practices can be interpreted within a social and historical context, and will apply this knowledge to issues which are current in medicine today: the crisis in health care delivery, the effects of technological advances on conceptions of health and illness, the treatment challenge of multicultural patient populations, and ethical dilemmas in medical decision making. This is a CGS Web course with web based (BlackBoard) instruction and weekly online interaction is required. Students must have reliable internet access to take this course. | | | | | |
| **23064** | **ECON** | **ECON 0500** | **INTRO INTERNATIONAL ECONOMICS** | | Maksymenko,Svitlana |
|  | Meets Reqs: COM | TTh | 01:00 PM to 02:15 PM | WWPH 1501 | 3 Credits |
| This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. | | | | | |
| **\*16121** | **ECON** | **ECON 0500** | **INTRO INTERNATIONAL ECONOMICS** | | Maksymenko,Svitlana |
|  | Meets Reqs: COM | TTh | 02:30 PM to 03:45 PM | CL 332 | 3 Credits |
| This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. | | | | | |
| **17093** | **ECON** | **ECON 0530** | **INTRO TO DEVELOPMENT ECONOMICS** | | El-Hamidi,Fatma A |
|  | Meets Reqs: IFN  COM | MWF | 11:00 AM to 11:50 AM | WWPH 1500 | 3 Credits |
| This course focuses on economies which are less technically and institutionally developed and in which per capita incomes are low. Over 80% of the world's population lives in these countries and their economies are assuming an increasingly important role in the global economic system. The functioning of agriculture, industry, and international trade and finance will be outlined. Alternative government policy options will be considered. The effects of roles played by government, population growth, income distribution, health care and education in the process of economic development will be discussed. The course will concentrate on the economic aspects of development | | | | | |
| **26621** | **ENGLISH** | **ENGLIT 0300** | **INTRODUCTION TO LITERATURE** | | Fitzpatrick,Jessica Lynn |
|  | Meets Reqs: LIT   W | TTh | 01:00 PM to 02:15 PM | VICTO 229 | 3 Credits |
| What is literature? Is it meant to educate? Inspire? Heal? Entertain? Transcend or confront? Do the meanings found in a literary work come out of the individual reader's knowledge and experience, the author's intentions, or the structure and style of the work? In this course, we will engage such questions while reading a selection of poetry, fiction, and drama. These readings, from various historical periods and socio-cultural contexts, will be the basis for an exploration into the differences-often blurry and changeable-between "literary" and "non-literary" writing. At the same time, as we consider the uses, qualities, and effects of literature, we will examine, apply, and reflect upon a set of strategies for reading challenging creative works. | | | | | |
| **16028** | **FR-ITAL** | **FR 0001** | **ELEMENTARY FRENCH 1** | | Wells,Brett David |
|  |  | MTWThF | 11:00 AM to 11:50 AM | CL 237 | 5 Credits |
| This 5-hour-per-week course introduces students to the French language, and is designed to develop both linguistic and sociolinguistic competence in both spoken and written French. Because the focus is on task-centered communication, the class is conducted entirely in the target language. Course objectives for Elementary French 1 are: a) to speak French well enough to describe, narrate and ask questions in the present about a variety of everyday topics such as family, work, eating and traveling; b) to make short statements and answer simple questions about the past; c) to understand French well enough to grasp main ideas and some supporting details in short conversations about everyday topics; d) to understand simple written French well enough to grasp main ideas and some supporting details; e) to write sentences and short paragraphs on everyday topics; f) to develop an awareness of French-speaking cultures; f) to understand, at a basic level, how French functions as a language. This course is for students with little or no previous exposure to the language and its cultures. | | | | | |
| **10444** | **FR-ITAL** | **FR 0001** | **ELEMENTARY FRENCH 1** | | Devine,Jonathan Michael |
|  |  | MTWThF | 12:00 PM to 12:50 PM | CL 313 | 5 Credits |
| This 5-hour-per-week course introduces students to the French language, and is designed to develop both linguistic and sociolinguistic competence in both spoken and written French. Because the focus is on task-centered communication, the class is conducted entirely in the target language. Course objectives for Elementary French 1 are: a) to speak French well enough to describe, narrate and ask questions in the present about a variety of everyday topics such as family, work, eating and traveling; b) to make short statements and answer simple questions about the past; c) to understand French well enough to grasp main ideas and some supporting details in short conversations about everyday topics; d) to understand simple written French well enough to grasp main ideas and some supporting details; e) to write sentences and short paragraphs on everyday topics; f) to develop an awareness of French-speaking cultures; f) to understand, at a basic level, how French functions as a language. This course is for students with little or no previous exposure to the language and its cultures. | | | | | |
| **10445** | **FR-ITAL** | **FR 0001** | **ELEMENTARY FRENCH 1** | | Lusty,Jonathan Kirk |
|  |  | MTWThF | 01:00 PM to 01:50 PM | CL 202 | 5 Credits |
| This 5-hour-per-week course introduces students to the French language, and is designed to develop both linguistic and sociolinguistic competence in both spoken and written French. Because the focus is on task-centered communication, the class is conducted entirely in the target language. Course objectives for Elementary French 1 are: a) to speak French well enough to describe, narrate and ask questions in the present about a variety of everyday topics such as family, work, eating and traveling; b) to make short statements and answer simple questions about the past; c) to understand French well enough to grasp main ideas and some supporting details in short conversations about everyday topics; d) to understand simple written French well enough to grasp main ideas and some supporting details; e) to write sentences and short paragraphs on everyday topics; f) to develop an awareness of French-speaking cultures; f) to understand, at a basic level, how French functions as a language. This course is for students with little or no previous exposure to the language and its cultures. | | | | | |
| **10940** | **FR-ITAL** | **FR 0002** | **ELEMENTARY FRENCH 2** | | Monserrat,Delphine Renée |
|  | Meets Reqs: L | MW | 06:00 PM to 08:05 PM | CL 253 | 5 Credits |
| As a continuation of French 1 or French 1 on-line, this 5-hour-per-week course introduces students to the French language, building on skills gained in French 1 or French 1 on-line. Culturally-contextualized comprehension and production abilities in both written and spoken form are stressed. Because the focus is on communication, French 2 is taught entirely in the target language. Objectives are similar to those in French 1, but expanded for this more advanced level. | | | | | |
| **11444** | **FR-ITAL** | **FR 0002** | **ELEMENTARY FRENCH 2** | | Marshall,Phoebe Colleen |
|  | Meets Reqs: L | MTWThF | 11:00 AM to 11:50 AM | CL 236 | 5 Credits |
| As a continuation of French 1 or French 1 on-line, this 5-hour-per-week course introduces students to the French language, building on skills gained in French 1 or French 1 on-line. Culturally-contextualized comprehension and production abilities in both written and spoken form are stressed. Because the focus is on communication, French 2 is taught entirely in the target language. Objectives are similar to those in French 1, but expanded for this more advanced level. | | | | | |
| **19933** | **FR-ITAL** | **FR 0002** | **ELEMENTARY FRENCH 2** | | Deon,Marguerite Victoire |
|  | Meets Reqs: L | MTWThF | 11:00 AM to 11:50 AM | CL 218 | 5 Credits |
| As a continuation of French 1 or French 1 on-line, this 5-hour-per-week course introduces students to the French language, building on skills gained in French 1 or French 1 on-line. Culturally-contextualized comprehension and production abilities in both written and spoken form are stressed. Because the focus is on communication, French 2 is taught entirely in the target language. Objectives are similar to those in French 1, but expanded for this more advanced level. | | | | | |
| **10446** | **FR-ITAL** | **FR 0002** | **ELEMENTARY FRENCH 2** | | Ben Hadj Ben M'Barek,Emmanuelle |
|  | Meets Reqs: L | MTWThF | 12:00 PM to 12:50 PM | CL 218 | 5 Credits |
| As a continuation of French 1 or French 1 on-line, this 5-hour-per-week course introduces students to the French language, building on skills gained in French 1 or French 1 on-line. Culturally-contextualized comprehension and production abilities in both written and spoken form are stressed. Because the focus is on communication, French 2 is taught entirely in the target language. Objectives are similar to those in French 1, but expanded for this more advanced level. | | | | | |
| **27655** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **24441** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **30555** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **27656** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **24442** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **27657** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **26163** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **29483** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **10724** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Ertunga,Mert H |
|  | Meets Reqs: L | MWF | 11:00 AM to 11:50 AM | CL 219 | 3 Credits |
| This intermediate, three hour-per-week course builds on the skills acquired during the first year of study in French 1 and 2, while further developing linguistic and sociolinguistic competence in French. Because the focus is on communication, the course is taught entirely in the target language. Course objectives for French 3 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "survive" in a francophone culture, i.e., the ability to talk about self and surroundings in some detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **10448** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Ertunga,Mert H |
|  | Meets Reqs: L | MWF | 12:00 PM to 12:50 PM | CL 352 | 3 Credits |
| This intermediate, three hour-per-week course builds on the skills acquired during the first year of study in French 1 and 2, while further developing linguistic and sociolinguistic competence in French. Because the focus is on communication, the course is taught entirely in the target language. Course objectives for French 3 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "survive" in a francophone culture, i.e., the ability to talk about self and surroundings in some detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **24443** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **27666** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **30556** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **27667** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **29484** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **16029** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Veronisauret,Chia G |
|  |  | MW | 06:00 PM to 07:15 PM | CL 219 | 3 Credits |
| As a continuation of French 3, this 3-hour course builds on the linguistic and sociolinguistic skills acquired in French 3. The focus is on communication and instruction is entirely in the target language. Course objectives for French 4 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "get along" in a francophone culture, i.e., the ability to talk about self and surroundings with a bit of detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **20320** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Nikiema,Patoimbasba |
|  |  | MWF | 12:00 PM to 12:50 PM | CL 219 | 3 Credits |
| As a continuation of French 3, this 3-hour course builds on the linguistic and sociolinguistic skills acquired in French 3. The focus is on communication and instruction is entirely in the target language. Course objectives for French 4 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "get along" in a francophone culture, i.e., the ability to talk about self and surroundings with a bit of detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **11654** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Ezvan,Brendan Erik |
|  |  | MWF | 11:00 AM to 11:50 AM | CL 202 | 3 Credits |
| As a continuation of French 3, this 3-hour course builds on the linguistic and sociolinguistic skills acquired in French 3. The focus is on communication and instruction is entirely in the target language. Course objectives for French 4 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "get along" in a francophone culture, i.e., the ability to talk about self and surroundings with a bit of detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **25713** | **FR-ITAL** | **FR 1053** | **GLOBAL FRENCH** | | Hogg,Chloe Alice |
|  | Meets Reqs: W | MWF | 11:00 AM to 11:50 AM | CL 226 | 3 Credits |
| This course frames questions about French and francophone literature, culture and film in a global context to ask, how can one be French and global? We will investigate spaces, objects, environments, and texts (including their readers/viewers and histories) that allow us to think about articulations of, and connections between, France and the world in different transcultural, literary, and historical contexts. The course materials cover the Middles Ages to the contemporary period and include literary texts, historical documents, film, visual culture, critical readings, and online sources. Coursework and discussions are in French, enabling students to develop and refine their linguistic skills (speaking, reading, writing, and listening) throughout the semester. A Writing-Intensive course, this seminar helps students to hone their skills of literary and cultural analysis through original research in which they explore a global perspective on French and francophone studies. Students will write approximately 25 pages of work, including informal writing, short essays, and a longer research project. TAUGHT IN FRENCHPrerequisite(s): noneCheck with the department on how often this course is offered. | | | | | |
| **12328** | **HISPANIC** | **PORT 0001** | **ELEMENTARY PORTUGUESE 1** | |  |
|  |  | MTWThF | 10:00 AM to 10:50 AM | VICTO 230 | 5 Credits |
| (Graduate students should register for Port 1001 if they want to take this course.) Basic elements of Brazilian Portuguese emphasizing a development of speaking, listening, reading, and writing skills. Grammatical structures, vocabulary and readings are presented as tools for developing good communication skills. Students will also be exposed to Brazilian culture. | | | | | |
| **11142** | **HISPANIC** | **PORT 0002** | **ELEMENTARY PORTUGUESE 2** | |  |
|  | Meets Reqs: L | MTWThF | 12:00 PM to 12:50 PM | CL 312 | 5 Credits |
| (Graduate students should register for Port 1002 if they want to take this course.) The second half of this introductory course continues to develop skills in the speaking, listening, reading and writing of Portuguese 0001, and pertinent aspects of Brazilian culture will also be presented. | | | | | |
| **19270** | **HISPANIC** | **PORT 0003** | **INTERMEDIATE PORTUGUESE 3** | |  |
|  |  | MWF | 01:00 PM to 01:50 PM | CL G19B | 3 Credits |
| (Graduate students should register for Port 1003 if they want to take this course.) A continuation of the development of conversational as well as reading and writing skills. There will be an emphasis on vocabulary expansion, correction of problematic structures and an introduction to some texts of Brazilian literature. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. | | | | | |
| **10858** | **HISPANIC** | **PORT 0004** | **INTERMEDIATE PORTUGUESE 4** | |  |
|  |  | MWF | 02:00 PM to 02:50 PM | CL 204 | 3 Credits |
| (Graduate students should register for Port 1004 if they want to take this course.) This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions. | | | | | |
| **20345** | **HISPANIC** | **SPAN 1707** | **AFRCN PRSEN LAT AMERN LIT/CULT** | | Whitehead,Jeffrey Robert |
|  | Meets Reqs: IFN  COM |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
| This course seeks to apprehend some of the facets of black agency in the social, cultural, and political constitution of the colonial and post-colonial Hispanic world, within the current context of change and challenge to received epistemologies constitutive of "Latin" America. Its working corpus will be literary, anthropological, filmic, and historicist. The seminar will be conducted in Spanish and English. This course is offered as needed.Pre- or Co-requisite(s): noneThis course is offered infrequently. | | | | | |
| **24688** | **HISPANIC** | **SPAN 1707** | **AFRCN PRSEN LAT AMERN LIT/CULT** | | Branche,Jerome Clairmont Alan |
|  | Meets Reqs: IFN  COM | MWF | 02:00 PM to 02:50 PM | CL 151 | 3 Credits |
| This course seeks to apprehend some of the facets of black agency in the social, cultural, and political constitution of the colonial and post-colonial Hispanic world, within the current context of change and challenge to received epistemologies constitutive of "Latin" America. Its working corpus will be literary, anthropological, filmic, and historicist. The seminar will be conducted in Spanish and English. This course is offered as needed.Pre- or Co-requisite(s): noneThis course is offered infrequently. | | | | | |
| **26000** | **HIST** | **HIST 0521** | **CARIBBEAN HISTORY** | | Germain,Felix Fernand |
|  | Meets Reqs: HS IFN  REG | MW | 12:00 PM to 01:15 PM | WWPH 4165 | 3 Credits |
| This course will examine the historical roots of contemporary Caribbean society. Major historical developments from the period of the subjugation of the indigenous populations through the era of slavery and the plantation system to the rise of modern nationalism and the impact of U.S. intervention will be examined, as will related socio-economic systems and institutions. The pan-regional approach which recognizes shared identity and experiences not only within the Caribbean but also with Africa and the American south will be preferred, although illustrative studies of some individual countries will be undertaken. | | | | | |
| **24421** | **HIST** | **HIST 0671** | **AFRO-AMERICAN HISTORY 2** | | Bland,Robert D |
|  | Meets Reqs: HS | MW | 03:00 PM to 04:15 PM | LAWRN 105 | 3 Credits |
| This course explores the history of the African American people since the end of Reconstruction. In doing so, students will investigate several themes that shaped African American life and culture between 1877 and the present. Topics include the rise of Jim Crow segregation, the regional and diasporic migrations that reshaped the contours of the black community, the long black freedom struggle, the impact of black cultural productions on American life, and the promise and pitfalls of the post-Civil Rights era. The course welcomes students from all majors: no prior coursework in the Department of History is required. | | | | | |
| **29962** | **HIST** | **HIST 1001** | **INTRODUCTORY SEMINAR** | | Chresfield,Michell R |
|  | Meets Reqs: W | Th | 01:00 PM to 03:25 PM | WWPH 3501 | 3 Credits |
| Shortly after completing the first draft of the human genome in 2000, geneticist J. Craig Venter famously declared that, 'race is a social concept, not a scientific one.' While many believed that Venter had offered the last word on the matter, recent debates concerning the validity of race-based medicine illustrate that the meaning of race and its role in the determination of human difference remain open questions. This course is designed to offer History majors an introduction to the craft of history. Concentrating on the period since the 17th century, source material is drawn primarily although not exclusively from the United States. The course will focus on the historical use of race as a biological concept informing ideas about physical ability, intelligence, criminality, disease outcomes, and reproduction. Students will hone their historical skills through in class discussions, the use of primary and secondary sources, and by writing three short analytical papers. | | | | | |
| **27473** | **HIST** | **HIST 1058** | **GLOBAL HISTORY OF DANCE** | | Winerock,Emily Frances |
|  | Meets Reqs: MA HS IFN  COM | Th | 04:00 PM to 05:15 PM | CL 339 | 3 Credits |
| We find dancing in every world culture and throughout history, but the dances of each place and time are specific, distinctive, and ever changing. This makes dance both an excellent and a problematic subject for cultural and historical comparisons. The Global History of Dance investigates the types, uses, and understandings of dance across the globe and examines shifting attitudes and practices from the Renaissance to today. We will consider themes such as dance as a spiritual practice, a tool of the state, and an expression of personal identity, and we will examine a broad diversity of styles, from belly dance to b-boying to ballet to bharata natyam. Participatory workshops and video viewing assignments will supplement lectures and readings, and students will write a performance review, as well as a research paper. | | | | | |
| **27473** | **HIST** | **HIST 1058** | **GLOBAL HISTORY OF DANCE** | | Winerock,Emily Frances |
|  | Meets Reqs: MA HS IFN  COM | T | 04:00 PM to 05:15 PM | CL 321 | 3 Credits |
| We find dancing in every world culture and throughout history, but the dances of each place and time are specific, distinctive, and ever changing. This makes dance both an excellent and a problematic subject for cultural and historical comparisons. The Global History of Dance investigates the types, uses, and understandings of dance across the globe and examines shifting attitudes and practices from the Renaissance to today. We will consider themes such as dance as a spiritual practice, a tool of the state, and an expression of personal identity, and we will examine a broad diversity of styles, from belly dance to b-boying to ballet to bharata natyam. Participatory workshops and video viewing assignments will supplement lectures and readings, and students will write a performance review, as well as a research paper. | | | | | |
| **29974** | **HIST** | **HIST 1722** | **MODERN SOUTH AFRICAN HISTORY** | | Miller,James M |
|  | Meets Reqs: HS IFN  REG | TTh | 09:30 AM to 10:45 AM | CL 242 | 3 Credits |
| The course will be organized chronologically and use specific conflicts (strikes, political demonstrations, repression, etc.) to focus on various key moments in South African history. The course will utilize both secondary readings from books and articles and a large number of primary materials (ranging from manifestos to novels to film) to generate discussion and further an understanding of the roots of conflict and creation of identity in modern South Africa. Labor and the organization of the work and production processes will be one lens through which ethnic and racial antagonism can be analyzed. | | | | | |
| **27764** | **HIST** | **HIST 1796** | **HISTORY OF AFRICA SINCE 1800** | | Miller,James M |
|  | Meets Reqs: HS IFN  REG | TTh | 04:00 PM to 05:15 PM | CL 139 | 3 Credits |
| This course explores the history of Africa since c. 1800. In this course, we'll be learning about different models of colonialism and the power relationships which European rule produced. We'll be engaging with nascent anti-colonial movements and ideologies, studying how African elites constructed their visions for the future. Finally, we'll be grappling with the realities of post-colonialism, exploring just why those elites found it so difficult to realise their visions. The course provides students with a deep historical foundation for understanding why Africa is the way it is today, while providing more targeted opportunities for them to specialise in particular historical problems or geographical regions than interest them particularly. Students will read major works in African literature and learn to discuss their themes in depth. They will also have the opportunity to read some of the most exciting scholarship from Africanist scholars, including not only historians but also social and political scientists. The course also endeavours to reconstruct connections between Africa and the world outside, approaching African history in a global and transnational context. Students will learn not only about Nelson Mandela and Kwame Nkrumah, but about Fidel Castro's ideological adventures in Africa, Frantz Fanon's anti-colonial treatises, Live Aid, why Africa struggled to produce stable post-colonial states where East Asia succeeded, the global anti-apartheid movement, and much more. We will approach Africa as a part of world history -- not apart from it.Africa since 1800 also develops the core skills of the history major. Students will learn to interpret African history through a range of primary source material, including government documents, speeches, memoirs, films, and literature. Students should leave the course understanding how to read primary sources critically, evaluate contrasting arguments, and write coherently and effectively in support of a given thesis. | | | | | |
| **24370** | **LING** | **ARABIC 0102** | **MOD STNDRD ARABIC 2/EGYPTIAN 2** | | Attia,Amani Elaswalli,Amro Mahmoud |
|  |  | MW | 06:00 PM to 08:05 PM | CL G16A | 5 Credits |
| A description is not available at this time. | | | | | |
| **29889** | **LING** | **ARABIC 0102** | **MOD STNDRD ARABIC 2/EGYPTIAN 2** | | Tillman,Zachary Graeme |
|  |  | MTWThF | 02:00 PM to 02:50 PM | TBA | 5 Credits |
| A description is not available at this time. | | | | | |
| **23293** | **LING** | **ARABIC 0102** | **MOD STNDRD ARABIC 2/EGYPTIAN 2** | | Abdelsalam,Ola Mohamed Kamal Attia,Amani |
|  |  | MTWThF | 01:00 PM to 01:50 PM | CL G21 | 5 Credits |
| A description is not available at this time. | | | | | |
| **26335** | **LING** | **ARABIC 0104** | **MOD STNDRD ARABIC 4/EGYPTIAN 4** | | Elaswalli,Amro Mahmoud Attia,Amani |
|  |  | TTh | 09:00 AM to 10:40 AM | CL 2321 | 4 Credits |
| A description is not available at this time. | | | | | |
| **24372** | **LING** | **ARABIC 0104** | **MOD STNDRD ARABIC 4/EGYPTIAN 4** | | Elaswalli,Amro Mahmoud Attia,Amani |
|  |  | TTh | 11:00 AM to 12:40 PM | CL G16A | 4 Credits |
| A description is not available at this time. | | | | | |
| **29861** | **LING** | **ARABIC 0122** | **MOD STNDRD ARABIC2/LEVANTINE 2** | | Verardi,Anthony Robert |
|  |  | Th | 01:00 PM to 01:50 PM | CL G18 | 5 Credits |
| A description is not available at this time. | | | | | |
| **29862** | **LING** | **ARABIC 0122** | **MOD STNDRD ARABIC2/LEVANTINE 2** | | Al-Hashimi,Rasha Wahidi |
|  |  | TTh | 11:00 AM to 12:15 PM | CL 2321 | 5 Credits |
| A description is not available at this time. | | | | | |
| **29862** | **LING** | **ARABIC 0122** | **MOD STNDRD ARABIC2/LEVANTINE 2** | | Al-Hashimi,Rasha Wahidi |
|  |  | M | 11:00 AM to 12:40 PM | CL G21 | 5 Credits |
| A description is not available at this time. | | | | | |
| **29861** | **LING** | **ARABIC 0122** | **MOD STNDRD ARABIC2/LEVANTINE 2** | | Verardi,Anthony Robert |
|  |  | MW | 01:00 PM to 02:40 PM | CL 2321 | 5 Credits |
| A description is not available at this time. | | | | | |
| **29863** | **LING** | **ARABIC 0124** | **MOD STNDRD ARABIC4/LEVANTINE 4** | | Al-Hashimi,Rasha Wahidi |
|  |  | TTh | 03:00 PM to 04:40 PM | CL 2321 | 4 Credits |
| A description is not available at this time. | | | | | |
| **29864** | **LING** | **ARABIC 1615** | **ARABIC LIFE AND THOUGHT** | | Attia,Amani |
|  | Meets Reqs: IFN  REG | MW | 03:00 PM to 04:15 PM | CL 237 | 3 Credits |
| A description is not available at this time. | | | | | |
| **11198** | **LING** | **SWAHIL 0102** | **SWAHILI 2** | | Lubua,Filipo Azza Aiyangar,Gretchen M |
|  | Meets Reqs: L | MW | 04:00 PM to 05:40 PM | CL G16A | 4 Credits |
| This Swahili language course is a continuation of LING 0501/AFRCNA 0523 Swahili 1 | | | | | |
| **10842** | **LING** | **SWAHIL 0104** | **SWAHILI 4** | | Lubua,Filipo Azza Aiyangar,Gretchen M |
|  | Meets Reqs: L | MW | 06:00 PM to 07:15 PM | CL G16B | 3 Credits |
| This Swahili language course is a continuation of LING 0503/AFRCNA 0525 Swahili 3 | | | | | |
| **19864** | **MUSIC** | **MUSIC 0311** | **INTRODUCTION TO WORLD MUSIC** | | Harper,Colter Jesse |
|  | Meets Reqs: MA  COM | MW | 04:00 PM to 04:50 PM | CL000G8 | 3 Credits |
| Focusing on a variety of musical traditions throughout the world, this course addresses factors that have influenced historical and contemporary musical performance practices. Special attention is placed on how political, economic, social, and religious factors influence musical aesthetics and notions of identity among performers and audiences. Positioning music within a broader context of postcolonial, technological, and transnational development, this course analyzes the ever-changing relationship between traditional and modern socio-musical approaches toward performance techniques, musical transmission, and intercultural exchange. | | | | | |
| **10084** | **MUSIC** | **MUSIC 0311** | **INTRODUCTION TO WORLD MUSIC** | | Ayyagari,Shalini R |
|  | Meets Reqs: MA  COM | MW | 03:00 PM to 03:50 PM | CL000G8 | 3 Credits |
| Focusing on a variety of musical traditions throughout the world, this course addresses factors that have influenced historical and contemporary musical performance practices. Special attention is placed on how political, economic, social, and religious factors influence musical aesthetics and notions of identity among performers and audiences. Positioning music within a broader context of postcolonial, technological, and transnational development, this course analyzes the ever-changing relationship between traditional and modern socio-musical approaches toward performance techniques, musical transmission, and intercultural exchange. | | | | | |
| **16350** | **MUSIC** | **MUSIC 0660** | **AFRICAN DRUMMING ENSEMBLE** | | Camara,Yamoussa |
|  |  | TTh | 05:30 PM to 07:00 PM | BELLH 309 | 1 Credits |
| This course introduces the various techniques of drumming, dancing, singing, choreography, and other artistic expressions of Africa. As an ensemble, it presents a holistic African artistic expression--music, dance, drama, and visual arts. Using various indigenous instruments, voice, and the body, the course engages all students in performance and analysis of traditional and contemporary African culture. Through drumming, singing, dancing, and other visual art forms and paraphernalia, the ensemble brings to the stage a unique African theatrical experience. Resources for the course include indigenous and contemporary instruments, concerts, audio, and videotapes. The course will include training and public performances. All students/members are required to attend lectures, participate in all class and public performance activities. The course is open to all university students, faculty, and staff. The course may be repeated for credit. No auditioning is required. Formal music education is not necessary. | | | | | |
| **28425** | **MUSIC** | **MUSIC 1340** | **MUSIC IN AFRICA** | |  |
|  | Meets Reqs: IFN  REG | T | 02:00 PM to 04:20 PM | MUSIC 123 | 3 Credits |
| This course examines the historical social and cultural background of music in Africa with particular references to music in community life, performing groups, the tringin gof musicians, instrument structures in African music, and the interrelations of music and dance. (Slides, films and recordings will be used to illustrate lectures) | | | | | |
| **25841** | **PS** | **PS 1537** | **PEACEMAKING & PEACEKEEPING** | | Savun,Burcu |
|  |  | TTh | 01:00 PM to 02:15 PM | LAWRN 232 | 3 Credits |
| This course explores why peace sometimes lasts a long time and sometimes falls apart quickly after civil wars. We will examine how the international community deals with civil conflicts and what can be done to ensure a long-lasting peace in war-torn countries. Emphasis will be placed on the factors that increase the durability of peace and the establishment of long-term prospects for reconciliation. Students will gain knowledge of theories that explain whether and how peace-keeping forces, military intervention, power-sharing institutions, mediation, foreign aid, and post-war elections help domestic belligerents reach and keep peace. | | | | | |
| **25842** | **PS** | **PS 1538** | **POLIT OF OIL & NATRL RESORCS** | | Surzhko-Harned,Olena M |
|  |  | TTh | 01:00 PM to 02:15 PM | WWPH 4500 | 3 Credits |
| Oil and other natural resources have played a crucial role in shaping the politics, development, and foreign relations of countries in all regions of the world. While experts originally believed that natural resource wealth would be a blessing for endowed countries, we now know they often impede economic growth, reinforce authoritarianism, exacerbate corruption, and cause conflict. This course will examine the political economy of oil, natural gas, minerals, and other natural resources to gain insight into why they can be a blessing or a curse. We will explore the role of governments, oil companies, OPEC, the demand for energy security, and environmental concerns in shaping the effects of natural resources. | | | | | |
| **30269** | **RELGST** | **RELGST 1148** | **RELIGIONS OF ANCIENT EGYPT** | | Denova,Rebecca I |
|  | Meets Reqs: REG | TTh | 11:00 AM to 12:15 PM | ALLEN 103 | 3 Credits |
| This course will introduce students to ancient Egyptian religious thought and practice with its massive temples, multitude of gods and goddesses and fascinating funeral rites. We will explore the mythic cycle of Creation and Osirian cycle of betrayal, revenge, death and rebirth, as well as the place of myriad local and minor deities within Egyptian mythology. We will also consider the dynamics of the "monotheistic" revolution of Akhenaton. In the historical and cultural context of ancient Egypt, students will encounter the interaction of sacred and secular, and the relationship between state cults and private worship by nobles and commoners alike. A special feature of the course includes sessions at the Egyptian Exhibit of the Carnegie Museum of Natural History and designing public educational materials that will help illuminate this ancient culture. | | | | | |
| **30156** | **RELGST** | **RELGST 1720** | **RELIGION AND CULTURE** | | Jouili,Jeanette Selma Lotte |
|  |  | TTh | 09:30 AM to 10:45 AM | WWPH 3415 | 3 Credits |
| This course is designed to introduce students to the anthropological study of religion.While it is generally assumed that religious forms of practice exist in nearly every human society, what 'religion' is, how it should be defined and whether there is a basic common denominator that is universal is a matter of debate, discussed controversially among anthropologists. We will explore different theoretical and conceptual approaches that have informed anthropological perspectives in their study of religion, while also investigating thematically different anthropological works as they cover ritual, sacrifice, magic, healding, and death but also the relation of religion to questions around kinship, gender and sexuality, or social justice. By covering such a range of topics, this class enables students to learn religion is understood, experienced and expressed across divergent sociocultural contexts, in the past, as much as in the present. | | | | | |
| **19913** | **SOC** | **SOC 0477** | **MEDICAL SOCIOLOGY** | | Brophy,Sorcha A |
|  |  | MWF | 11:00 AM to 11:50 AM | WWPH 2200 | 3 Credits |
| This course will provide an overview of major sociological approaches to health, illness, medicine, and the body. The field of 'medical sociology' is incredibly broad, and it would be difficult to cover all of it in a single semester. To that end, we will focus on a few topics. First, we will discuss the structure of the health care 'system' and shifts in its organization over time. As we consider the health care system, we will also discuss the roles and identities of various health care professions and how they have changed. Secondly, we will focus on some of the sociological dimensions of medical ethics and the law. Last, we will investigate how the medical field informs and shifts our perception of the human body. | | | | | |
| **28649** | **ADMPS** | **ADMPS 1001** | **SOCIAL FOUNDATIONS OF EDUCATN** | | Delgado,Jorge Enrique |
|  |  |  | 12:00 AM to 12:00 AM | WEBTBA | 3 Credits |
| A description is not available at this time. | | | | | |
| **19731** | **ADMPS** | **ADMPS 3343** | **COMPARATIVE EDUCATION** | | Jacob,William James |
|  |  | T | 04:30 PM to 07:10 PM | WWPH 5702 | 3 Credits |
| A description is not available at this time. | | | | | |
| **20384** | **PIA** | **PIA 2021** | **GLOBAL GOVERNANCE** | | Staniland,Martin |
|  |  | T | 06:00 PM to 09:00 PM | WWPH 3911 | 3 Credits |
|  | | | | | |
| **19597** | **PIA** | **PIA 2305** | **FOREIGN POLICY AND DIPLOMACY** | | Skinner,Charles B |
|  |  | Th | 09:00 AM to 11:55 AM | WWPH 3431 | 3 Credits |
|  | | | | | |
| **13628** | **PIA** | **PIA 2363** | **INTERNATIONAL HISTORY** | | Skinner,Charles B |
|  |  | T | 09:00 AM to 11:55 AM | WWPH 3431 | 3 Credits |
|  | | | | | |
| **20459** | **PIA** | **PIA 2363** | **INTERNATIONAL HISTORY** | | Skinner,Charles B |
|  |  | T | 03:00 PM to 05:55 PM | WWPH 3431 | 3 Credits |
|  | | | | | |
| **26912** | **PIA** | **PIA 2501** | **DEVELP POLICY & ADMINISTRATION** | | Themudo,Nuno Da Silva |
|  |  | W | 03:00 PM to 05:55 PM | WWPH 3431 | 3 Credits |
|  | | | | | |
| **27384** | **LAW** | **LAW 5275** | **INT'L & FOREIGN LEGAL RESEARCH** | | Tashbook,Linda P Liberatore,Beth Terese Horensky,Jaime M |
|  |  | Th | 10:30 AM to 11:20 AM | LAW G13 | 1 Credits |
|  | | | | | |
| **25787** | **LAW** | **LAW 5858** | **INTERNATIONAL SALES SEMINAR** | | Flechtner,Harry M Liberatore,Beth Terese Horensky,Jaime M |
|  |  | W | 10:30 AM to 12:20 PM | LAW G20 | 3 Credits |
|  | | | | | |
| **14219** | **BCHS** | **BCHS 2532** | **DIMENSNS OF AGING: CULT & HLTH** | | Albert,Steven M |
|  |  | Th | 04:00 PM to 05:55 PM | PUBHL 6140 | 2 Credits |
|  | | | | | |
| **28488** | **BCHS** | **BCHS 2995** | **GLBL PERSPS ON WOMEN'S HEALTH** | | Burke,Jessica Griffin |
|  |  | T | 09:00 AM to 11:50 AM | PUBHL A522 | 2 Credits |
|  | | | | | |
| **26746** | **EPIDEM** | **EPIDEM 2166** | **GLBL CTRL OF AIDS/HIV & TB** | | Smith,Lori Sarracino Nachega,Jean Bisimwa |
|  |  | W | 09:00 AM to 10:50 AM | PUBHL A425 | 1 Credits |
|  | | | | | |
| **26746** | **EPIDEM** | **EPIDEM 2166** | **GLBL CTRL OF AIDS/HIV & TB** | | Smith,Lori Sarracino Nachega,Jean Bisimwa |
|  |  | M | 09:00 AM to 10:50 AM | PUBHL A522 | 1 Credits |
|  | | | | | |