



## CERTIFICATE IN WEST EUROPEAN STUDIES



### Approved Courses for Fall 2018

The European Studies Center is pleased to provide you with a copy of our course offerings for fall 2018 (2191). Courses not listed in this booklet may count towards the certificate with permission of the ESC advisor.

#### **CERTIFICATES**

The certificate programs in West European Studies enable students to complement their majors with an interdisciplinary set of courses directly related to Western Europe in addition to proficiency in a relevant language. A graduate certificate and an undergraduate certificate in West European Studies are available.

#### **Undergraduate Certificate in West European Studies**

- a. Language Proficiency: two years (or equivalent) in French, German, Italian, Spanish, Portuguese, Irish Gaelic, Swedish, and Modern Greek.
- b. Five West European Studies Courses (15 credits):
  - One in the student's major department (if available)
  - Two of the courses must be at the 1000-level or above
  - Students must earn a C or better in classes counting toward the West European Studies Certificate
  - Students must develop a *theme* for their course work, to be determined in collaboration with the Assistant Director (*examples*: foreign relations, cultural development, social conflict)
- c. Study abroad in Western Europe is recommended, but not required.

#### **Graduate Certificate in West European Studies**

- a. Language Proficiency: three years of college level language, or the equivalent proficiency, in one West European language other than English.
- b. Six West European Studies Courses (18 credits):
  - Must be from at least two schools or disciplines (including the major school/discipline)
  - Upper-division undergraduate courses must be approved by the EUCE/ESC Program Administrator and the student's school or department, and will require additional reading and a graduate-level research paper.
- c. An interdisciplinary research paper of 15-25 pages, which must show the use of materials in a foreign language. The paper will be evaluated by a EUCE/ESC -affiliated faculty member

#### **CONTACT INFORMATION**

Undergraduate Advisor	Steve Lund	(412) 648-7422	<a href="mailto:slund@pitt.edu">slund@pitt.edu</a>
Graduate Advisor	Allyson Delnore	(412) 624-5404	<a href="mailto:adelnore@pitt.edu">adelnore@pitt.edu</a>

<b>25038</b>	<b>ANTH</b> Meets Reqs: W	<b>ANTH 1447</b> MW	<b>LANGUAGE, CULTURE, AND SOCIETY</b> 04:00 PM to 05:15 PM	<b>LAWRN 231</b>	Brown, Laura C 3 Credits
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Undergraduate Seminar. The purpose of this course is to develop a framework for examining language as part of social, cultural, and political systems. It will enable you to better understand how language works, to interpret speech and writing in new ways, to collect and analyze ethnographic material, and to write a research paper based on your findings. Specific topics include: relations between language, cognition, and perception; debates about intention and responsibility; storytelling and verbal art; approaches to language in media and design; and the role of language in social and political change. No prior experience with anthropology or linguistics is required.

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<b>30039</b>	<b>ANTH</b> Meets Reqs: GLO	<b>ANTH 1716</b> W	<b>POLITICS OF GENDER AND FOOD</b> 12:00 PM to 02:25 PM	<b>CL 402</b>	Cohen, Frayda N 3 Credits
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Food is sustenance and absolutely essential to life. But food is never simply about nutrition. Because it is fundamental to the human experience, food is also a medium for the expression of culture and social identity. Moreover, food relays complex social messages about gender, sexuality, and family. Consequently, food is also a means of expressing the social and symbolic use of power and control in which social inequalities are expressed in culinary forms. This course will examine regional food cultures (such as the United States, China, Japan, Italy, Cuba, and Greece) as we consider food from the vantage point of gendered systems of production, distribution, and consumption as we consider questions such as: What is "fair trade" coffee; Why is it primarily women who receive chocolates on Valentine's Day; How did sushi "go global" and What do "real" men eat? This seminar examines popular sources, films, and anthropological and feminist studies of food, gender, and power as we explore the intersections of food and foodways, with themes such as sex and childbirth, identity, ritual, and globalization and sustainability.

<b>10342</b>	<b>CAS-UGRD</b>	<b>ARTSC 1507</b>	<b>STUDY ABROAD: AUSTRIA</b>	Whitehead,Jeffrey Robert Crain,Susan L Taylor,Elizabeth H 1 - 15 Credits
			12:00 AM to 12:00 AM TBA	
<b>10755</b>	<b>CAS-UGRD</b>	<b>ARTSC 1509</b>	<b>STUDY ABROAD: BELGIUM</b>	Taylor,Elizabeth H Whitehead,Jeffrey Robert Crain,Susan L 1 - 15 Credits
			12:00 AM to 12:00 AM TBA	
<b>11603</b>	<b>CAS-UGRD</b>	<b>ARTSC 1514</b>	<b>STUDY ABROAD: CYPRUS</b>	Crain,Susan L Whitehead,Jeffrey Robert Taylor,Elizabeth H 1 - 15 Credits
			12:00 AM to 12:00 AM TBA	
<b>10592</b>	<b>CAS-UGRD</b>	<b>ARTSC 1519</b>	<b>STUDY ABROAD: CZECH REPUBLIC</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 1 - 15 Credits
			12:00 AM to 12:00 AM TBA	
<b>10806</b>	<b>CAS-UGRD</b>	<b>ARTSC 1520</b>	<b>STUDY ABROAD: SLOVAKIA</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 1 - 15 Credits
			12:00 AM to 12:00 AM TBA	
<b>10345</b>	<b>CAS-UGRD</b>	<b>ARTSC 1522</b>	<b>STUDY ABROAD: DENMARK</b>	Taylor,Elizabeth H Crain,Susan L Whitehead,Jeffrey Robert 1 - 15 Credits
			12:00 AM to 12:00 AM TBA	
<b>10346</b>	<b>CAS-UGRD</b>	<b>ARTSC 1525</b>	<b>STUDY ABROAD: ENGLAND</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 1 - 15 Credits
			12:00 AM to 12:00 AM TBA	
<b>10347</b>	<b>CAS-UGRD</b>	<b>ARTSC 1527</b>	<b>STUDY ABROAD: FRANCE</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 1 - 15 Credits
			12:00 AM to 12:00 AM TBA	
<b>10348</b>	<b>CAS-UGRD</b>	<b>ARTSC 1529</b>	<b>STUDY ABROAD: GERMANY</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert

			12:00 AM to 12:00 AM	TBA	1 - 15 Credits
<b>10866</b>	<b>CAS-UGRD</b>	<b>ARTSC 1530</b>	<b>STUDY ABROAD: FINLAND</b>		Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM	TBA	3 - 15 Credits
<b>10349</b>	<b>CAS-UGRD</b>	<b>ARTSC 1531</b>	<b>STUDY ABROAD: GREECE</b>		Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM	TBA	1 - 15 Credits
<b>10654</b>	<b>CAS-UGRD</b>	<b>ARTSC 1533</b>	<b>STUDY ABROAD: HUNGARY</b>		Crain,Susan L Whitehead,Jeffrey Robert Taylor,Elizabeth H
			12:00 AM to 12:00 AM	TBA	1 - 15 Credits
<b>10350</b>	<b>CAS-UGRD</b>	<b>ARTSC 1535</b>	<b>STUDY ABROAD: IRELAND</b>		Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM	TBA	1 - 15 Credits
<b>12350</b>	<b>CAS-UGRD</b>	<b>ARTSC 1535</b>	<b>STUDY ABROAD: IRELAND</b>		Whitehead,Jeffrey Robert Crain,Susan L Taylor,Elizabeth H
			12:00 AM to 12:00 AM	TBA	1 - 15 Credits
<b>10352</b>	<b>CAS-UGRD</b>	<b>ARTSC 1540</b>	<b>STUDY ABROAD: ITALY</b>		Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM	TBA	1 - 15 Credits
<b>10716</b>	<b>CAS-UGRD</b>	<b>ARTSC 1549</b>	<b>STUDY ABROAD: MALTA</b>		Crain,Susan L Whitehead,Jeffrey Robert Taylor,Elizabeth H
			12:00 AM to 12:00 AM	TBA	3 - 15 Credits
<b>10356</b>	<b>CAS-UGRD</b>	<b>ARTSC 1552</b>	<b>STUDY ABROAD: NETHERLANDS</b>		Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM	TBA	1 - 15 Credits
<b>11228</b>	<b>CAS-UGRD</b>	<b>ARTSC 1554</b>	<b>STUDY ABROAD: NORWAY</b>		Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM	TBA	1 - 15 Credits

<b>11024</b>	<b>CAS-UGRD</b>	<b>ARTSC 1558</b>	<b>STUDY ABROAD: POLAND</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 12:00 AM to 12:00 AM TBA 1 - 15 Credits
<b>10358</b>	<b>CAS-UGRD</b>	<b>ARTSC 1564</b>	<b>STUDY ABROAD: SCOTLAND</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 12:00 AM to 12:00 AM TBA 1 - 15 Credits
<b>10359</b>	<b>CAS-UGRD</b>	<b>ARTSC 1566</b>	<b>STUDY ABROAD: SPAIN</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 12:00 AM to 12:00 AM TBA 1 - 15 Credits
<b>10484</b>	<b>CAS-UGRD</b>	<b>ARTSC 1570</b>	<b>STUDY ABROAD: SWEDEN</b>	Crain,Susan L Whitehead,Jeffrey Robert Taylor,Elizabeth H 12:00 AM to 12:00 AM TBA 1 - 15 Credits
<b>11147</b>	<b>CAS-UGRD</b>	<b>ARTSC 1571</b>	<b>STUDY ABROAD: SWITZERLAND</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 12:00 AM to 12:00 AM TBA 1 - 15 Credits
<b>10646</b>	<b>CAS-UGRD</b>	<b>ARTSC 1583</b>	<b>STUDY ABROAD: WALES</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 12:00 AM to 12:00 AM TBA 3 - 15 Credits
<b>11349</b>	<b>CAS-UGRD</b>	<b>ARTSC 1620</b>	<b>STUDY ABROAD: ICELAND</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 12:00 AM to 12:00 AM TBA 1 - 15 Credits
<b>26394</b>	<b>CAS-UGRD</b>	<b>ARTSC 1805</b>	<b>EXCH: INST SCI PO, FRANCE</b>	Crain,Susan L Whitehead,Jeffrey Robert Taylor,Elizabeth H 12:00 AM to 12:00 AM TBA 1 - 15 Credits
<b>26402</b>	<b>CAS-UGRD</b>	<b>ARTSC 1835</b>	<b>EXCH: U SHEFFIELD, UK</b>	Crain,Susan L Taylor,Elizabeth H Whitehead,Jeffrey Robert 12:00 AM to 12:00 AM TBA 1 - 15 Credits
<b>23495</b>	<b>CAS-UGRD</b>	<b>ARTSC 1903</b>	<b>INTERNSHIP IN LONDON</b>	Whitehead,Jeffrey Robert 12:00 AM to 12:00 AM TBA 3 - 6 Credits

<b>29907</b>	<b>CGS</b> Meets Reqs: EX	<b>CLASS 1140</b> M	<b>GREEK TRAGEDY</b> 06:00 PM to 08:30 PM	<b>CL 139</b>	<b>3 Credits</b>
This course will introduce students to the ancient Greek tragedies of Aeschylus, Sophocles, and Euripides in English translation. The content will include features of dramatic performances in antiquity and how the plays are produced in modern versions, interpretations and analyses of the plays, and the historical contexts. The methodology will include discussion, lecture, reading and viewing plays in class.					
<b>24017</b>	<b>CGS</b> Meets Reqs: HS REG	<b>CLASS 1430</b> T	<b>ORIGINS OF CHRISTIANITY</b> 06:00 PM to 08:30 PM	<b>WWPH 1500</b>	<b>Denova,Rebecca I</b> <b>3 Credits</b>
This course presents an historical-critical investigation of Christian origins. Special attention is paid to varieties of 1st century Hellenistic and Palestinian Judaism within the Greco-Roman world. Primary readings include selected Biblical passages and apocrypha, 1st century historians and philosophers (Josephus, Tacitus, Suetonius, and Philo), the New Testament corpus (including Paul and the Pastorals), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.					
<b>24063</b>	<b>CGS</b> Meets Reqs: LIT	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b> 12:00 AM to 12:00 AM	<b>WEBTBA</b>	<b>3 Credits</b>
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.					
<b>25708</b>	<b>CGS</b> Meets Reqs: LIT	<b>ENGLIT 0325</b>	<b>THE SHORT STORY</b> 12:00 AM to 12:00 AM	<b>WEBTBA</b>	<b>3 Credits</b>
This course offers an opportunity to read, discuss, and write about a wide variety of short stories and their social and historical contexts, beginning with an examination of what contexts we now bring to our readings of short stories: What do we expect a short story to be and to mean? And what historical and cultural influences have shaped our ways of thinking, reading, and writing about short stories?					
<b>24026</b>	<b>CGS</b> Meets Reqs: LIT REG	<b>GER 1502</b>	<b>INDO-EUROPEAN FOLKTALES</b> 12:00 AM to 12:00 AM	<b>WEBTBA</b>	<b>Stender,Uwe</b> <b>3 Credits</b>
Since its publication in 1812, the Grimm Brothers' Children's and Household Tales found a readership that spanned countries, languages, and generations. Its universal appeal can be traced to its origins: it reflects not only the influence of early 19th Century Germany, but also oral folklore traditions that go back thousands of years and range from as far away as Iceland, the Middle-East, and India. This course introduces students to a wide selection of these and other folktales from the Indo-European tradition as well as to numerous perspectives for understanding these folktales. We will examine the aesthetic, social, historical, and psychological values that these tales reflect, and will also discuss significant theoretical and methodological paradigms within folklore studies, including structural, socio-historical, psychoanalytic, and feminist perspectives. Finally, we will discuss the continuing influence of this folk tradition on popular and elite culture of our time. Two mid-terms and a final exam will contribute respectively 25%, 25%, and 35% to the final grade. Participation in recitation is mandatory and constitutes 15% of the final grade.					
<b>29902</b>	<b>CGS</b> Meets Reqs: HS IFN GLO	<b>HIST 0700</b> M	<b>WORLD HISTORY</b> 06:00 PM to 08:30 PM	<b>CL 352</b>	<b>3 Credits</b>
This course is an introductory survey of world history, by which is meant an overview of major processes and interactions in the development of human society since the development of agriculture some 10,000 years ago. It is a selective overview, emphasizing large-scale patterns and connections in political, social, cultural, technological, and environmental history, yet it also provides balance among regions of the world. It encourages students to apply historical techniques to issues of their own interest.					
<b>30515</b>	<b>CGS</b>	<b>HIST 1090</b> Th	<b>HISTORY MEDICINE &amp; HEALTH CARE</b> 06:00 PM to 08:30 PM	<b>CL 139</b>	<b>3 Credits</b>
<b>24018</b>	<b>CGS</b> Meets Reqs: HS REG	<b>HIST 1775</b> T	<b>ORIGINS OF CHRISTIANITY</b> 06:00 PM to 08:30 PM	<b>WWPH 1500</b>	<b>Denova,Rebecca I</b> <b>3 Credits</b>
This course presents an historical-critical investigation of Christian origins. Special attention is paid to varieties of 1st century Hellenistic and Palestinian Judaism within the Greco-Roman world. Primary readings include selected Biblical passages and apocrypha, 1st century historians and philosophers (Josephus, Tacitus, Suetonius, and Philo), the New Testament corpus (including Paul and the Pastorals), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.					
<b>24035</b>	<b>CGS</b> Meets Reqs: MA HS	<b>MUSIC 0211</b> T	<b>INTRO TO WESTERN ART MUSIC</b> 06:00 PM to 08:30 PM	<b>MUSIC 132</b>	<b>Wright,Bryan Sheldon</b> <b>3 Credits</b>
This course introduces the main stylistic features, composers, and selected compositions of the various periods in the history of Western art music from the Middle Ages to the 20th century. Emphasis is placed on learning to listen more critically and sensitively.					
<b>24036</b>	<b>CGS</b> Meets Reqs: SS GLO	<b>PS 0500</b> Sa	<b>INTERNATIONAL RELATIONS</b> 09:30 AM to 12:30 PM	<b>CL 306</b>	<b>3 Credits</b>

This course aims to increase students' knowledge of the history of the modern state system and, in particular, political developments during the past few decades. It introduces students to basic concepts and analytic frameworks that political scientists employ to understand world politics, enhancing students' knowledge of international institutions that play important roles in world politics and exploring current issues in world affairs relating to human welfare and security. Depending on the interests, area of expertise, and inclinations of the particular instructor, some of these may be emphasized more heavily than others.

<b>24019</b>	<b>CGS</b> Meets Reqs: HS REG T	<b>RELGST 1120</b>	<b>ORIGINS OF CHRISTIANITY</b> 06:00 PM to 08:30 PM	<b>WWPH 1500</b>	Denova, Rebecca I 3 Credits
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This course presents an historical-critical investigation of Christian origins. Special attention is paid to varieties of 1st century Hellenistic and Palestinian Judaism within the Greco-Roman world. Primary readings include selected Biblical passages and apocrypha, 1st century historians and philosophers (Josephus, Tacitus, Suetonius, and Philo), the New Testament corpus (including Paul and the Pastorals), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.

<b>24038</b>	<b>CGS</b> Meets Reqs: REG	<b>SLAV 0880</b> Sa	<b>VAMPIRE: BLOOD AND EMPIRE</b> 01:00 PM to 04:00 PM	<b>CL G18</b>	3 Credits
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This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them.

<b>30516</b>	<b>CGS</b>	<b>SOC 1488</b> Th	<b>HISTORY MEDICINE &amp; HEALTH CARE</b> 06:00 PM to 08:30 PM	<b>CL 139</b>	3 Credits
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<b>26515</b>	<b>CLASS</b> Meets Reqs: REG	<b>CLASS 0010</b> T	<b>GREEK CIVILIZATION</b> 06:00 PM to 08:30 PM	<b>CL 142</b>	Newell, John F 3 Credits
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This course will survey the major achievements of ancient Greek civilization. Arranged on a roughly chronological basis, the readings and lectures will move from the epic poetry of Greece's heroic Bronze Age, through the great intellectual innovations of the Archaic Age, to the Classical era dominated by the contrasting contributions of Sparta and Athens. Although the social and economic background will not be neglected, the chief emphasis will be placed on those aspects of Greek civilization that have retained a perennial significance for Western societies- its literature, its politics, its historical writing, its philosophy, its art and architecture.

<b>19548</b>	<b>CLASS</b> Meets Reqs: REG	<b>CLASS 0010</b> MW	<b>GREEK CIVILIZATION</b> 04:30 PM to 05:45 PM	<b>FKART 202</b>	Weaver, Carrie L 3 Credits
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This course will survey the major achievements of ancient Greek civilization. Arranged on a roughly chronological basis, the readings and lectures will move from the epic poetry of Greece's heroic Bronze Age, through the great intellectual innovations of the Archaic Age, to the Classical era dominated by the contrasting contributions of Sparta and Athens. Although the social and economic background will not be neglected, the chief emphasis will be placed on those aspects of Greek civilization that have retained a perennial significance for Western societies- its literature, its politics, its historical writing, its philosophy, its art and architecture.

<b>27633</b>	<b>CLASS</b> Meets Reqs: REG	<b>CLASS 0020</b> W	<b>ROMAN CIVILIZATION</b> 06:00 PM to 08:30 PM	<b>CL 149</b>	Scott, Wesley B 3 Credits
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Beginning as a small farming settlement situated alongside the Tiber river, Rome rose to become one of the greatest civilizations in human history, which spread its influence over much of the western world. In addition to careful investigation into the social, political, military, and economic organization of Rome as it developed from a monarchy through a republic and into an empire, the class will examine the art, architecture, literature, religion, culture, and daily life of the city across the spectrum of social classes. The class will utilize the large body of surviving Roman literature, including histories, poetry, and personal letters (in translation), as well as visual aids, such as slides and films, to create a living picture of whom the Romans were. Class time will be used for lectures as well as student lead discussion.

<b>11336</b>	<b>CLASS</b> Meets Reqs: REG	<b>CLASS 0030</b> MW	<b>MYTHOLOGY IN THE ANCIENT WORLD</b> 04:30 PM to 05:45 PM	<b>LAWRN 106</b>	Jones, Marilyn Morgan 3 Credits
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Our subject will be the traditional stories--myths, legends, and folktales--of the Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation, so our main task will be to discover just what that 'compelling attraction' was. The creation of the universe, the first woman Pandora, the Twelve Gods and Goddesses, the theft of fire by Prometheus, Helen and the Trojan War, the foundation of Rome by Aeneas, and Ovid's fanciful metamorphoses are examples of the stories from our modern illustrated reader Classical Myth by Barry B. Powell. By way of providing a context for our stories, the instructor will also devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, the conceptualization of male and female, sexuality, and the social and cultural basis of myth in general. Throughout, we shall examine the many theories about the meaning of traditional stories from antiquity down to our own day.

<b>28603</b>	<b>CLASS</b> Meets Reqs: REG	<b>CLASS 0030</b> MWF	<b>MYTHOLOGY IN THE ANCIENT WORLD</b> 11:00 AM to 11:50 AM	<b>CL G24</b>	Jones, Nicholas F 3 Credits
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Our subject will be the traditional stories--myths, legends, and folktales--of the Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation, so our main task will be to discover just what that 'compelling attraction' was. The creation of the universe, the first woman Pandora, the Twelve Gods and Goddesses, the theft of fire by Prometheus, Helen and the Trojan War, the foundation of Rome by Aeneas, and Ovid's fanciful metamorphoses are examples of the stories from our modern illustrated reader Classical Myth by Barry B. Powell. By way of providing a context for our stories, the instructor will also devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, the conceptualization of male and female, sexuality, and the social and cultural basis of myth in general. Throughout, we shall examine the many theories about the meaning of traditional stories from antiquity down to our own day.

<b>27826</b>	<b>CLASS</b> Meets Reqs: REG	<b>CLASS 0330</b> W	<b>MYTH AND SCIENCE</b> 06:00 PM to 08:30 PM	<b>CL 332</b>	<b>3 Credits</b>
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How can we understand our world? In western culture, science dominates all our answers to this question. But there are other ways. They can be found in the mythologies of ancient and modern peoples. This course will compare the scientific and mythological ways of seeing the world and their more subtle connections. In particular, we will turn to the remarkable events in Ancient Greece of 800-400 B.C. and discover how the scientific approach actually grew slowly out of mythological thought itself.

<b>27761</b>	<b>CLASS</b> Meets Reqs: MA EX HS IFN COM	<b>CLASS 0400</b> T	<b>ANCIENT EMPIRES</b> 06:00 PM to 08:30 PM	<b>FKART 204</b>	<b>Weis,H Anne</b> <b>3 Credits</b>
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Successful empires are seldom planned; they evolve. They typically have charismatic founders, able successors, and well-organized systems of administration. They satisfy core constituencies by ensuring supplies of staples or, for elites, luxuries and status symbols. They ward off potential unrest by various means, from moving populations to the cooptation of local elites, who control capital and production. The course looks at the phenomenon of the (ancient) empire from various points of view-the biographies of selected 'founder figures' and the mechanisms created to ensure the survival of selected regimes, with less emphasis placed on bureaucratic structures and detail and more on the creation and maintenance of an ideology appropriate to the regime. A sense of tradition, for example, is essential to empire but only if combined with a sense of 'modernity'-the projection of an ability to mobilize the latest in science and technology to preserve the benefits of empire for those who profit from it. Empires are, in this sense, 'history-conscious'-they compare themselves with earlier empires and seek to surpass them. Empires examined include: Middle Bronze Age Akkad, late Bronze Age Egypt, Early Iron age Assyria and Persia, Classical Athens, Macedon, and early Imperial Rome. This is not a writing course per se, but it attempts, through feedback on a series of short, focused essays, to be written in class and/or out of class, and a Research Paper, to work with students' ability to pose problems, work toward a solution, and articulate that process in writing.

<b>27763</b>	<b>CLASS</b> Meets Reqs: MA COM	<b>CLASS 0618</b> TTh	<b>DEATH IN THE ANCIENT WORLD</b> 09:30 AM to 10:45 AM	<b>FKART 204</b>	<b>Weaver,Carrie L</b> <b>3 Credits</b>
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The death of a loved one is an emotional and powerful occurrence that provokes a variety of human responses. In addition to writings describing their funerary practices, the civilizations of the ancient Mediterranean region have left artistic representations of death and dying, built tombs, and objects associated with funerary rituals. The study of these texts, images, structures, and objects allows us to better understand ancient attitudes and reactions to death. This undergraduate lecture course focuses on the visual and material evidence of funerary practices and beliefs in ancient Egyptian, Greek, and Roman societies. The subject will be approached thematically. First, we will explore how archaeologists discover death-related artifacts and how scholars approach the study and reconstruction of ancient death rituals. Ancient practices and beliefs regarding mummification, the funeral, commemorative strategies, visits to the grave, and the afterlife will be explored, and images found on specific media (vases, sculpture, built tombs, paintings) will be discussed in depth. The course will conclude with discussions of the roles that sensational topics, like fear of the undead (zombies, vampires, and ghosts) and spectacles of death (gladiatorial contests and public executions), played in ancient Mediterranean civilizations.

<b>26107</b>	<b>CLASS</b> Meets Reqs: EX	<b>CLASS 1142</b> TTh	<b>ANCIENT EPIC</b> 01:00 PM to 02:15 PM	<b>CL 226</b>	<b>Korzeniewski,Andrew J.</b> <b>3 Credits</b>
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In this course the three main ancient epics, The Iliad of Homer, the Odyssey of Homer, and the Aeneid of Vergil, will be read in English translation. The main goal will be to understand the literary, intellectual, and cultural aspects of the poems. The course will consist mostly of discussions led by the instructor. Attendance will be mandatory and all students will be expected to be well informed about the topics under discussion and to take part in the discussions. Grades will be calculated on the following basis: approximately 20% for each of the two one-hour exams; approximately 40% for the final; approximately 20% for attendance and informed classroom discussion.

<b>19578</b>	<b>CLASS</b> Meets Reqs: HS REG	<b>CLASS 1210</b> MWF	<b>GREEK HISTORY</b> 10:00 AM to 10:50 AM	<b>CL 324</b>	<b>Jones,Nicholas F</b> <b>3 Credits</b>
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This course will survey the history of ancient Greece from the Minoan civilization in the second millennium BC to the end of the Classical Period in the 4th century BC. We will investigate the major political, intellectual, economic and social factors that contributed to the nature and development of Greek history. We will pay particular attention to the Golden Age of Athens in the 5th century BC and its relations with the Persian Empire, Sparta and the other Greek city-states. Also, we will look at the many political and cultural institutions that combined to make this age unique. Finally, the course will close with the Greek's efforts to cope with the rising power of Macedon.

<b>23826</b>	<b>CLASS</b>	<b>CLASS 1312</b> TTh	<b>PLATO</b> 11:00 AM to 12:15 PM	<b>WWPH 5401</b>	<b>Hoenig,Christina Maria</b> <b>3 Credits</b>
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This course will examine Plato's views on key topics in Ethics, Metaphysics, and the Theory of Knowledge. We shall look into Plato's relation to Socrates and the evolution of his own mature views.

<b>22748</b>	<b>CLASS</b> Meets Reqs: HS REG	<b>CLASS 1430</b> TTh	<b>ORIGINS OF CHRISTIANITY</b> 02:30 PM to 03:45 PM	<b>CL 324</b>	<b>Denova,Rebecca I</b> <b>3 Credits</b>
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This course presents an historical-critical investigation of Christian origins. Special attention is paid to varieties of 1st century Hellenistic and Palestinian Judaism within the Greco-Roman world. Primary readings include selected Biblical passages and apocrypha, 1st century historians and philosophers (Josephus, Tacitus, Suetonius, and Philo), the New Testament corpus (including Paul and the Pastorals), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.

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<b>25557</b>	<b>CLASS</b> Meets Reqs: MA REG	<b>CLASS 1520</b> MW	<b>ROMAN ART</b> 04:30 PM to 05:45 PM	<b>FKART 204</b>	Weis,H Anne 3 Credits
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Roman Art is the art of a civilization much like our own -- cosmopolitan and multi-cultural. The course will trace the development of Roman Art from the formation of Rome's empire in the 2nd c. BC to the empire at its broadest geographical extent, in the 2nd c. AD., examining both the public art (architecture and sculpture) sponsored by the central and local governments, and the decorative art of the Roman consumer.

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<b>29318</b>	<b>CLASS</b>	<b>GREEK 1400</b> TTh	<b>ADV READINGS IN GREEK EPIC</b> 01:00 PM to 02:15 PM	<b>CL 314</b>	3 Credits
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This is an advanced course in Greek focussed on Greek Epic

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<b>11294</b>	<b>COMM</b>	<b>COMMRC 1151</b>	<b>BRITISH BROADCASTING TODAY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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<b>19893</b>	<b>ECON</b> Meets Reqs: COM	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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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 Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are yet to be determined.

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<b>26940</b>	<b>ECON</b> Meets Reqs: COM	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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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 Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are yet to be determined.

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<b>26941</b>	<b>ECON</b> Meets Reqs: COM	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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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 Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are yet to be determined.

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<b>10794</b>	<b>ECON</b> Meets Reqs: COM	<b>ECON 0500</b> MWF	<b>INTRO INTERNATIONAL ECONOMICS</b> 10:00 AM to 10:50 AM	<b>WWPH 1501</b>	3 Credits
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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 Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are yet to be determined.

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<b>28435</b>	<b>ECON</b> Meets Reqs: COM	<b>ECON 0500</b> MWF	<b>INTRO INTERNATIONAL ECONOMICS</b> 11:00 AM to 11:50 AM	<b>WWPH 1501</b>	3 Credits
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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 Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are yet to be determined.

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<b>30477</b>	<b>ECON</b>	<b>ECON 1500</b> MW	<b>INTRMEDIATE INTRNATIONAL TRADE</b> 04:30 PM to 05:45 PM	<b>WWPH 4900</b>	3 Credits
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This course is an intermediate level survey of the theory of international trade and related evidence. Topics include causes and consequences of international trade, trade and income distribution, commercial policy, political economy aspects of trade policy, preferential trading arrangements (NAFTA, European Union, etc.), trade and development, and others. While no one geographic area is singled out, examples will come from most areas of the world economy.

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<b>22213</b>	<b>ENGLISH</b>	<b>ENGFLM 1190</b>	<b>BRITISH FILM</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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This course will focus on post World War Two transformations in British culture, society, and British cinema history. The Ealing films of the late 1940s (e.g. Passport to Pimlico (1949) and Whisky Galore [1949]) dramatize some of these transformations. Further challenges to traditional and mythic conceptions of Britishness are evident in popular genres (e.g. the Carry On series and the Hammer horror films) and through the counter-culture of the "Swinging Sixties" identified with cinema, its stars, music, fashion, and their ties to European cinematic culture. With the triumph of the "Iron Lady" (Margaret Thatcher) in the 1970s to 1990s, British cinema had its own "New Wave" in the modernist and experimental work of such filmmakers as Derek Jarman, Peter Greenaway, Stephen Frears, and Ken Loach. This same period also boasted a wave of "heritage" films identified with Merchant Ivory (e.g. Howard's End, 1992) and Goldcrest Films (Chariots of Fire, 1981 and Hope and Glory, 1987) that were popular and profitable. More recently the transnational films of Neal Jordan (e.g. The Butcher Boy [1997] and Breakfast on Pluto [2005]) are examples of innovative directions in Irish-British cinema. The course will also include instances of experimental cinema on television (Channel Four) as well as popular British sitcoms.

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<b>29453</b>	<b>ENGLISH</b>	<b>ENGLM 1472</b>	<b>HITCHCOCK'S FILMS</b>	Lowenstein, Adam S
	Meets Reqs: LIT W	Th	01:00 PM to 04:50 PM	CL 244A 3 Credits

Why, after more than one hundred years since Alfred Hitchcock's birth and more than twenty years since his death, do the terms 'Hitchcock' and 'cinema' remain synonymous for countless moviegoers? Many would answer such a question by referring to Hitchcock's well-known reputation as 'the master of suspense.' But if we follow the Oxford English Dictionary in defining suspense as 'a state of mental uncertainty, with expectation of or desire for decision, and usually some apprehension or anxiety; the condition of waiting,' then what quickly becomes apparent is how many signature 'Hitchcock moments' have more to do with sex, violence, shock, humor, and romance than they do with suspense. Or do they? This course surveys a broad range of Hitchcock's films, some famous and some relatively unheralded, to investigate the relations between cinema and suspense. How does Hitchcock create or refuse to create cinematic suspense? How do Hitchcock's films challenge our understanding of both 'cinema' and 'suspense' in the process? Demanding, critically complex readings in film theory and film history will open up our discussion of such questions, and students will pose (and answer) questions of their own in essays and weekly journals.

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<b>11421</b>	<b>ENGLISH</b>	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b>	3 Credits
	Meets Reqs: LIT W	W	06:00 PM to 08:30 PM	CL 230

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.

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<b>11422</b>	<b>ENGLISH</b>	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b>	3 Credits
	Meets Reqs: LIT W	MWF	02:00 PM to 02:50 PM	CL 216

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.

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<b>15826</b>	<b>ENGLISH</b>	<b>ENGLIT 0315</b>	<b>READING POETRY</b>	Kincaid, James Russell
	Meets Reqs: LIT W	T	06:00 PM to 08:30 PM	CL 230 3 Credits

This course explores the related activities of reading poetry and writing responsively to the forms, ideas, and meanings we find therein. We will read poems from various moments in history, including poems from our contemporary culture. Our work will be guided by the following questions: What differentiates poetry from other uses of language? How is it that one poem can carry so many "meanings"? What might poetry be good for in a culture such as ours?

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<b>12317</b>	<b>ENGLISH</b>	<b>ENGLIT 0315</b>	<b>READING POETRY</b>	3 Credits
	Meets Reqs: LIT W	MW	04:30 PM to 05:45 PM	CL 129

This course explores the related activities of reading poetry and writing responsively to the forms, ideas, and meanings we find therein. We will read poems from various moments in history, including poems from our contemporary culture. Our work will be guided by the following questions: What differentiates poetry from other uses of language? How is it that one poem can carry so many "meanings"? What might poetry be good for in a culture such as ours?

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<b>11155</b>	<b>ENGLISH</b>	<b>ENGLIT 0315</b>	<b>READING POETRY</b>	Gramm, Marylou
	Meets Reqs: LIT W	MWF	12:00 PM to 12:50 PM	CL 142 3 Credits

This course explores the related activities of reading poetry and writing responsively to the forms, ideas, and meanings we find therein. We will read poems from various moments in history, including poems from our contemporary culture. Our work will be guided by the following questions: What differentiates poetry from other uses of language? How is it that one poem can carry so many "meanings"? What might poetry be good for in a culture such as ours?

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<b>11806</b>	<b>ENGLISH</b>	<b>ENGLIT 0325</b>	<b>THE SHORT STORY</b>	Bove, Carol
	Meets Reqs: LIT W	TTh	01:00 PM to 02:15 PM	Mastrangelo 3 Credits

The class focuses on short stories in two contexts. First, that of the lives of major writers and filmmakers from different cultures including Argentina, Canada, France, Russia, and the US. We use the events of their lives and especially their thinking on sexuality to shape our reading of a) the stories they write and b) two films on translation. Second, we read the stories by Maupassant, Borges, and Chekhov as world literature, that is, the creation of not only the original author writing for French, Argentinian, and Russian culture, but also of the translator, rendering that culture into the English-speaking world. Credits: General Education Requirement in Writing, English Minor, English Literature, English Writing, and the Certificates in Gender, Sexuality, and Women's Studies as well as Latin America, Global, and Russian and East European Studies.

<b>11547</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0325</b> M	<b>THE SHORT STORY</b> 06:00 PM to 08:30 PM	<b>CL 317</b>	3 Credits
This course offers an opportunity to read, discuss, and write about a wide variety of short stories and their social and historical contexts, beginning with an examination of what contexts we now bring to our readings of short stories: What do we expect a short story to be and to mean? And what historical and cultural influences have shaped our ways of thinking, reading, and writing about short stories?					
<b>16421</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0325</b> MW	<b>THE SHORT STORY</b> 04:30 PM to 05:45 PM	<b>CL 239</b>	3 Credits
This course offers an opportunity to read, discuss, and write about a wide variety of short stories and their social and historical contexts, beginning with an examination of what contexts we now bring to our readings of short stories: What do we expect a short story to be and to mean? And what historical and cultural influences have shaped our ways of thinking, reading, and writing about short stories?					
<b>10624</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0500</b> TTh	<b>INTRO TO CRITICAL READING</b> 02:30 PM to 03:45 PM	<b>CL 330</b>	Bove,Carol Mastrangelo 3 Credits
This course studies literary and film texts along with criticism and theory. The focus is on psychoanalytic writing from a variety of cultures and its implications for gender, sexuality, and women's studies. Beginning with your own close reading, you will explore the uses and limits of Neo-Freudian approaches. Texts include novels and short stories from Africa, England, Italy, Russia, and the US. Credits: General Education Requirement in Writing, English Major and Minor, English Literature, and the Certificates in Gender, Sexuality, and Women's Studies as well as African, Latin America, Global, and Russian and East European Studies.					
<b>10285</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0500</b> MWF	<b>INTRO TO CRITICAL READING</b> 01:00 PM to 01:50 PM	<b>CL 330</b>	3 Credits
This course focuses on engagement with literary texts and on interpretation and evaluation of their language, ideas, and purposes. We will focus on several texts drawn from different genres and historical periods; we will also read literary criticism that comments on the primary works and demonstrates various critical methods and concerns.					
<b>11502</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0505</b> TTh	<b>HOW TO DO THINGS WITH LIT 1</b> 02:30 PM to 03:45 PM	<b>CL 206</b>	Satyavolu,Uma Ramana 3 Credits
This course explores a wide range of literature in English under a common theme. The theme for 2009-2010 will be "Adaptations": how do more recent stories, films, poems, and plays adapt classics such as Shakespearean drama, fairy tales, or gothic novels? Weekly lectures will offer a critical introduction to problems of adaptation in various historical periods. Several guest lecturers from the English Department will provide alternative perspectives on literary history and will address questions about how literary and cultural values translate (or are lost in translation) as a story is adapted to a different time period, genre, or artistic medium. In recitation seminars, students will have the opportunity to discuss the course reading in detail and to explore in small groups the issues and arguments raised in the lectures.					
<b>29294</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0505</b> MW	<b>HOW TO DO THINGS WITH LIT 1</b> 03:00 PM to 04:15 PM	<b>CL 206</b>	McDermott,Ryan J 3 Credits
This course explores a wide range of literature in English under a common theme. The theme for 2009-2010 will be "Adaptations": how do more recent stories, films, poems, and plays adapt classics such as Shakespearean drama, fairy tales, or gothic novels? Weekly lectures will offer a critical introduction to problems of adaptation in various historical periods. Several guest lecturers from the English Department will provide alternative perspectives on literary history and will address questions about how literary and cultural values translate (or are lost in translation) as a story is adapted to a different time period, genre, or artistic medium. In recitation seminars, students will have the opportunity to discuss the course reading in detail and to explore in small groups the issues and arguments raised in the lectures.					
<b>11304</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0560</b> T	<b>CHILDREN AND CULTURE</b> 11:00 AM to 12:50 PM	<b>LAWRN 107</b>	Bickford,Tyler 3 Credits
This course studies Children's Literature through an investigation of the history of childhood through its representations in children's books and other media (such as film and television) and fields of study (history, philosophy, psychology, and so on). Recitations on Thursdays 11am & 12pm.					
<b>10970</b>	<b>ENGLISH</b> Meets Reqs: LIT HS	<b>ENGLIT 0562</b> Th	<b>CHILDHOOD'S BOOKS</b> 06:00 PM to 08:30 PM	<b>CL G13</b>	Maley,Rachel Anne 3 Credits
This course examines writing for young people from the 1600s to the present. To give coherence to our examinations, we will focus on the writing of education--books that seek to instruct the child as well as those that narrate the process of schooling. Our examinations of the texts will involve detailed analysis of their specifically literary qualities, with attention to the historical contexts in which the texts were produced and received. "Childhood's Books" is an English Literature course and, as such, requires that students produce a substantial amount of high-quality writing over the course of the semester.					
<b>11348</b>	<b>ENGLISH</b> Meets Reqs: LIT HS	<b>ENGLIT 0562</b> T	<b>CHILDHOOD'S BOOKS</b> 06:00 PM to 08:30 PM	<b>CL 252</b>	Azzam,Julie H 3 Credits
This course examines writing for young people, with a particular focus on contemporary, twentieth-century literature. We will examine contemporary 'classics' in children's literature like Frog and Toad Are Friends; Are You There God? It's Me, Margaret; and Ramona Quimby, Age 8, as well as bestsellers, and experimental, groundbreaking works that push on the boundaries and formal conventions, such as The Invention of Hugo Cabret and This is Not My Hat. Our work this term will circle around the following questions: What kind of cultural, social, and political work does children's literature do and how? What are the formal conventions of children's literature (i.e. of picture books or YA fiction) and what does it mean to break or adhere to those rules? We will cast a wide net and read from a variety of works ranging from picture books, early readers, graphic novels, middle grade and young adult fiction, and nonfiction, while examining critical theories and debates about representation and childhood.					

<b>11101</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0580</b> TTh	<b>INTRODUCTION TO SHAKESPEARE</b> 09:30 PM to 10:45 PM CL 226	Rhodes,William McLeod 3 Credits
This course will introduce students to several of Shakespeare's plays, the historical context(s) in which they were written, and the traditions of interpreting and appraising Shakespeare which persist into our own time. Students may be expected to view at least one film version of a Shakespeare play, and to attend a local production, if available.				
<b>19223</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0580</b> TTh	<b>INTRODUCTION TO SHAKESPEARE</b> 02:30 PM to 03:45 PM CL 352	Rhodes,William McLeod 3 Credits
This course will introduce students to several of Shakespeare's plays, the historical context(s) in which they were written, and the traditions of interpreting and appraising Shakespeare which persist into our own time. Students may be expected to view at least one film version of a Shakespeare play, and to attend a local production, if available.				
<b>11007</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0580</b> MW	<b>INTRODUCTION TO SHAKESPEARE</b> 03:00 PM to 04:15 PM CL 208A	West,Michael D 3 Credits
This course will introduce students to several of Shakespeare's plays, the historical context(s) in which they were written, and the traditions of interpreting and appraising Shakespeare which persist into our own time. Students may be expected to view at least one film version of a Shakespeare play, and to attend a local production, if available.				
<b>11424</b>	<b>ENGLISH</b> Meets Reqs: LIT REG	<b>ENGLIT 0590</b> TTh	<b>FORMATIVE MASTERPIECES</b> 02:30 PM to 03:45 PM CL 208B	Padunov,Vladimir 3 Credits
This course will acquaint students with a number of literary classics from ancient to early modern times that had a "formative" influence on our cultural traditions. Course content varies according to instructor.				
<b>29293</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0618</b> TTh	<b>WAR</b> 04:00 PM to 05:15 PM CL 221	Satyavolu,Uma Ramana 3 Credits
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<b>11423</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0625</b> T	<b>DETECTIVE FICTION</b> 06:00 PM to 08:30 PM CL 206	Satyavolu,Uma Ramana 3 Credits
This course will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" school and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental work.				
<b>17337</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0625</b> TTh	<b>DETECTIVE FICTION</b> 09:30 AM to 10:45 AM CL 213	Kemp,Mark A R 3 Credits
This course will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" school and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental work.				
<b>11504</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0625</b> MW	<b>DETECTIVE FICTION</b> 03:00 PM to 04:15 PM CL 252	Coles,Nicholas J 3 Credits
This course will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" school and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental work.				
<b>26863</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0626</b> TTh	<b>SCIENCE FICTION</b> 04:00 PM to 05:15 PM CL 252	3 Credits
This course introduces students to the major ideas, themes, and writers in the development of science fiction as a genre. Discussions will help students to understand and use critical methods for the analysis of science fiction.				
<b>11505</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0626</b> MWF	<b>SCIENCE FICTION</b> 11:00 AM to 11:50 AM CL 206	Glover,Geoffrey J 3 Credits
This course introduces students to the major ideas, themes, and writers in the development of science fiction as a genre. Discussions will help students to understand and use critical methods for the analysis of science fiction.				
<b>23562</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0626</b> MWF	<b>SCIENCE FICTION</b> 10:00 AM to 10:50 AM CL 249	FitzPatrick,Jessica Lynn 3 Credits
This course introduces students to the major ideas, themes, and writers in the development of science fiction as a genre. Discussions will help students to understand and use critical methods for the analysis of science fiction.				
<b>18017</b>	<b>ENGLISH</b>	<b>ENGLIT 0636</b>	<b>THE GOTHIC IMAGINATION</b>	Whitney,Brenda Joy

	Meets Reqs: LIT	TTh	11:00 AM to 12:15 PM	CL 221	3 Credits
This course examines the history and conventions of gothic fiction. We will read closely a range of gothic fictions to consider their treatment of such matters as sexuality, nation, race, and class, and to consider how the fantastical rendition of such political and social matters is related to the historical and cultural circumstances in which gothic fictions are written and read.					
<b>30546</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0636</b> TTh	<b>THE GOTHIC IMAGINATION</b> 01:00 PM to 02:15 PM	<b>CL 221</b>	Boone,Troy M 3 Credits
This course examines the genre of gothic fiction from its origins in the late eighteenth century until the present. We will read closely a range of gothic fictions in order to consider their treatment of such matters as sexuality, nation, race, and class, and we will consider how the fantastical rendition of such political matters is related to the historical and cultural circumstances in which gothic fictions have been written and read.					
<b>29288</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0645</b> TTh	<b>FANTASY</b> 04:00 PM to 05:15 PM	<b>CL 206</b>	3 Credits
This course explores modes and effects of story and storytelling through the study of works in which the magical and/or scientifically unexplainable occur in diverse ways. Beginning in the early nineteenth century when Fantasy blossoms as a distinctive literary genre, we will identify its major conventions and trace the development of its sub-genres into the twentieth century and today, from Romance and Faerie Tale to High/Low Fantasy, Dark Fantasy, Children's Literature, and Film. We will also read criticism by key scholars in the field, which you will be expected to incorporate into your writing and class discussion. Our work will broadly take in the idea of "The Quest," not only in terms of a physical journey, but also as a search for knowledge, especially of the self. Fantasy operates as a collection of layered and multi-faceted metaphors, providing the writer (and reader) with the freedom to confront universal questions and contemporary problems of gender, class, science v. faith, and the dark side of human nature, among many others. We will pay special attention to studying the uses of Fantasy as a subversive art form by taking into account the "real-world" social, political, and creative contexts in which it is produced and read.					
<b>26621</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0647</b> MW	<b>HARRY POTTER</b> 04:30 PM to 05:45 PM	<b>CL 352</b>	Campbell,Lori M. 3 Credits
This course studies J.K. Rowling's famous boy wizard and his world, its contexts, and its impact. The course follows the story arc, character and magical-world construction based on considerations of genre (low fantasy, children's literature), culture (race, class, gender, ethics, politics), and universal experience (love, death, heroism, child-adult relations, coming-of-age). Readings include comparable novels by authors other than Rowling, as well as scholarship on the Potter series and on the phenomena rising out of it, not only in terms of controversy such as the attacks of the religious right, but also in the social and political activism of the Harry Potter Alliance, the creativity of fan fiction and wizard rock, and the uses of social media. You will be expected to synthesize the critical readings with your own reading of the fiction to formulate your ideas in class and in your written work. In addition to studying the series in terms of its own embedded politics and symbolic meanings, we will also tackle the larger issue of the book as a cultural construct, and the more difficult question of where to place Rowling and her writing in literary history, i.e. to what extent (or not) the series can be viewed as a 'classic.'					
<b>27852</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0715</b> TTh	<b>AUSTEN AND BRONTE</b> 09:30 AM to 10:45 AM	<b>CL 202</b>	Twynning,Amy 3 Credits
The of literature Jane Austen and the Brontë sisters, Charlotte, Emily, and Anne, are classics of enduring interest to scholars at the same time that they garner quantities of fans from each new generation. We will study these authors' works for their literary language, point of view, narrative structure, and novelistic discourse. We will also consider how these authors represent relationships amongst men and women, women and women, and men and men to gain insight into 19th-century constructions of gender and sexuality, of femininity and masculinity, and of the family. We will further consider the reasons why these authors and their works remain popular, which will entail studying the texts in their historical context and in relationship to contemporary culture. To study these authors better, we will take a number of critical approaches. The central issues will stem from feminism, gender studies, and queer theory and from critical considerations of class, but other approaches may include environmental studies or ecocriticism, animal studies, and postcolonial studies. The majority of the course readings will come from the works of Austen and the Brontës but will include critical or theoretical readings. Students will gain skills in close reading, historical and critical analysis, and literary critical writing.					
<b>30545</b>	<b>ENGLISH</b>	<b>ENGLIT 1005</b> TTh	<b>LITERATURE &amp; THE ENVIRONMENT</b> 11:00 AM to 12:15 PM	<b>CL 253</b>	Boone,Troy M 3 Credits
This course examines the ways in which writers in English have engaged with the natural environment. We will read a range of authors, from the advent of industrialization in the late eighteenth century until the present, to consider how they have looked critically at the human effects on ecosystems. Throughout, we will be attentive both to the literary qualities of writings about the environment and to their historical and political contexts.					
<b>27675</b>	<b>ENGLISH</b> Meets Reqs: EX	<b>ENGLIT 1100</b> MW	<b>MEDIEVAL IMAGINATION</b> 04:30 PM to 05:45 PM	<b>CL 206</b>	McDermott,Ryan J 3 Credits
In this course, we will consider how early English texts represent, challenge and re-imagine the social world. Medieval Europe was a cultural cross-roads, sometimes peaceably borrowing, sometimes forced to adapt ideas, forms, religious and social practices not only from near neighbors but also from the older cultures of the Mediterranean. Such cultural volatility is evident not only in religious writings, but also in romance and works of social critique (both comic and visionary). We will read across a range of genres, including medieval lyrics, mystical writings and selections from The Canterbury Tales and Piers Plowman.					
<b>29290</b>	<b>ENGLISH</b> Meets Reqs: EX HS	<b>ENGLIT 1135</b> Th	<b>LIT, MEDIA, SCI IN AGE SHAKESP</b> 06:00 PM to 08:30 PM	<b>CL 206</b>	Aziz,Jeffrey 3 Credits

This course will endeavor to negotiate between the ideas of the literary and the popular in the decades following the turn of the seventeenth century. This was not exactly an era of good clean fun, and the dramatic stage stood cheek and jowl with the brothels and the animal-fighting rings. This was the era when the printing revolution put the word in the hands of many, and a time when the wrong kind of art could and eventually would bring down a king. The course will examine works including Ben Jonson's *Volpone*, Thomas Middleton's *Revenger's Tragedy*, John Milton's *Paradise Lost*, and Richard O'Brien's *The Rocky Horror Picture Show*. We will look closely at how ideas of vision shaped both sacred and secular worlds, and how emerging science revealed new and unexpected worlds on both the human and the cosmic scale.

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<b>27677</b>	<b>ENGLISH</b> Meets Reqs: EX HS	<b>ENGLIT 1150</b> TTh	<b>ENLIGHTENMENT TO REVOLUTION</b> 11:00 AM to 12:15 PM	<b>CL 213</b>	Carr,Stephen L 3 Credits
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This course will examine the complex interactions between diverse forms of "high" literary culture and the reading and writing practices of newly literate social groups. We will investigate a number of interrelated topics: the rise of women writers and readers; the self-conscious construction of a national literature and its relationship to empire; the emergence of new genres, publication practices, and forms or occasions of instruction in the uses of reading; and various social, cultural and literary "revolutions" that opposed or extended quests for "enlightenment." We will read a range of diverse texts written in England, Ireland, and the American colonies during the long eighteenth century. As we read and discuss these texts, we will reflect on the values and problems of literary culture and on the possible contemporary uses of literary historical study.

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<b>24271</b>	<b>ENGLISH</b> Meets Reqs: EX COM	<b>ENGLIT 1380</b> TTh	<b>WORLD LITERATURE IN ENGLISH</b> 01:00 PM to 02:15 PM	<b>CL 208A</b>	Puri,Shalini 3 Credits
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Through readings of a relatively wide range of English-language texts from Africa, the Americas and Europe - including works translated into English - spanning the period of the twentieth-century from roughly World War I to the present, this course will elaborate and explore the problematics of fragmentation, temporality and formal sensibility commonly associated with modernism.

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<b>11305</b>	<b>ENGLISH</b> Meets Reqs: EX	<b>ENGLIT 1645</b> TTh	<b>CRITL APPRCH TO CHILDREN'S LIT</b> 11:00 AM to 12:15 PM	<b>CL 206</b>	Weikle-Mills,Courtney Anne 3 Credits
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A major feature of children's literature is that it collects the values and stories that a culture feels are worth preserving. Recently, a number of beautifully-crafted children's books (and other kinds of media) have appeared that overtly mimic the voices, visual styles, and characters that we associate most readily with eras past, remixing them for a new generation of readers. To give a few examples: *The Series of Unfortunate Events* by Lemony Snicket tells a Victorian-esque story of poor orphans, *The Astonishing Life of Octavian Nothing* by M.T. Anderson imagines the Enlightenment through the eyes of an enslaved child, *The Incurable Children of Ashton Place* by Maryrose Wood is narrated by a Victorian governess teaching children formerly raised by wolves, and the hit musical *Hamilton* remakes the story of our country's founding with a cast almost entirely composed of people of color, at least in part with school audiences in mind. These books and media seem to call out for critics and students well trained to recognize their intertextual references and to analyze the ways that they remix old themes, creating new mythologies for the future, which we need to evaluate! In this class, we will be such critics and students, reading and discussing recent books that somehow remake past genres and the classic books and media that have inspired them. We will encounter secondary scholarship on the way to help us interpret the works from literary, historical, psychological, and social perspectives. Students will craft two writing projects with the help of teacher and peer feedback: a short salon essay suitable for publishing online and a longer capstone research project.

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<b>11045</b>	<b>ENGLISH</b> Meets Reqs: W	<b>ENGLIT 1900</b> TTh	<b>PROJECT SEMINAR</b> 02:30 PM to 03:45 PM	<b>CL 121</b>	Carr,Stephen L 3 Credits
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This seminar will support exploratory forays into the 'great unread,' the vast reservoir of literature from the past produced by writers now largely forgotten or entirely unknown. Our investigations will start from a few case studies of little studied British and American texts from the nineteenth and early twentieth centuries, including volumes of anti-slavery poetry and song, feminist novels, and writings for children or young adults. Both individual and collective research projects will branch out from these works to recover other texts of interest. We will attend, in part, to the material practices and forms of evaluation that elevate a few works to high cultural status and that largely ignore the rest. But most of the seminar will be devoted to exploring in various print and digital archives what was once widely read and often highly valued but is now rarely if ever examined closely. How might we best search the literature of the past to discover works that are still compelling today? What challenges and opportunities do such works pose for the ways we currently study, appreciate, and evaluate literature? The goal of the seminar is to expand our sense of the varieties of literary practices and the uses and pleasures they can afford while also helping members of the class to develop informed positions about questions of literary value, canon formation, the uses of literary history, and the cultural significance of authors and texts. The seminar will support students in developing and writing a long essay based on original research.

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<b>19726</b>	<b>ENGLISH</b> Meets Reqs: W	<b>ENGLIT 1910</b> TTh	<b>SENIOR SEMINAR</b> 01:00 PM to 02:15 PM	<b>CL 321</b>	Carr,Jean F 3 Credits
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In this moment of fake news and alternative realities, how do we discern the line between fiction and fact? What is the power of a claim of fact--and how do fictions shape our ability to read facts, to weigh their truthfulness, to attest to their claims to reality? This course will take up varying kinds of fictions that have made use of their contested relationship to "fact"--realism, with its representations of actuality, science fiction, with its reformation of fact to predict new futures, and historical fiction, with its borrowing of event and document to resituate the present.

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<b>17367</b>	<b>ENGLISH</b> Meets Reqs: W	<b>ENGLIT 1910</b> MW	<b>SENIOR SEMINAR</b> 04:30 PM to 05:45 PM	<b>CL 218</b>	West,Michael D 3 Credits
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College seniors face the challenge of finding jobs and making satisfying lives for themselves-but is this one challenge or two very different challenges? What if anything can a literature major teach you about balancing the twinned values of work and play? Which notion better describes literature-did you study Shakespeare's works or his plays? In this seminar we will explore such questions by reading about a dozen texts ranging from Chaucer to the present: many novels, a couple of plays, some non-fictional prose as well as a couple of cultural studies and some criticism. Mostly by classic Anglo-American authors like Defoe, Thoreau, and Conrad, these texts revolve around the issues of work and play and should help students sharpen their ideas on this subject.

<b>30597</b>	<b>ENGLISH</b>	<b>ENGLIT 2101</b> MW	<b>MEDIEVAL IMAGINATION</b> 04:30 PM to 05:45 PM CL 206	McDermott,Ryan J 3 Credits
A description is not available at this time.				
<b>30595</b>	<b>ENGLISH</b>	<b>ENGLIT 2136</b> Th	<b>LIT,MEDIA,SCIENCE/SHAKESPEARE</b> 06:00 PM to 08:30 PM CL 206	Aziz,Jeffrey 3 Credits
A description is not available at this time.				
<b>30598</b>	<b>ENGLISH</b>	<b>ENGLIT 2148</b> TTh	<b>ENLIGHTENMENT TO REVOLUTION</b> 11:00 AM to 12:15 PM CL 213	Carr,Stephen L 3 Credits
A description is not available at this time.				
<b>26094</b>	<b>ENGLISHH</b> Meets Reqs: EX HS	<b>ENGLIT 0612</b> T	<b>LITERATURE AND SCIENCE</b> 06:00 PM to 08:30 PM VICTO 230	Aziz,Jeffrey 3 Credits
Literature and Science: The Anatomy Lesson is an attempt at a truly interdisciplinary study of the medical/anatomical body in historical and cultural context as it has been presented in works literary, artistic, historical/archival, and scientific. Anatomy emerges from obscurity with the work of Andreas Vesalius in the sixteenth century, becomes a necessary part of the education of every citizen in the European Enlightenment, and retreats into the realms of specialist medical knowledge in modernity. Taught by a cultural critic (Jeff Aziz) and an anatomist (Jason Dechant), this course will examine how evolving anatomical knowledge informs changing cultural perceptions of the body and our embodied humanity. Critical objects will include Christopher Marlowe's Dr. Faustus, A. S. Byatt's Angels and Insects, the anatomical works of Andreas Vesalius, Bernhard Siegfried Albinus, and Frederick Ruysch, as well as artistic representations of anatomical practice including Rembrandt's The Anatomy Lesson of Dr. Tulp. This course will include a required laboratory component in which students will work with anatomical materials including human cadavers, gaining a fundamental knowledge of human and comparative anatomy. This University Honors College course is open to students who have an overall GPA of 3.25.				
<b>25344</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>FR 0012</b> MWF	<b>FRENCH KISS</b> 11:00 AM to 11:50 AM WWPH 5201	Mecchia,Giuseppina 3 Credits
From kissing to wild sexual encounters, from Paris to the Riviera, from Tahiti to Casablanca, France and the Francophone world have a highly recognizable profile in matters of sex and love. In this class, we adopt a historical lens to retrace the cultural transformations of sex and love in the French cultural and social landscape. How does sex, an integral part of human life, build expectations for our lives? What is considered a 'French' approach to this issue in other countries? To what extent does France define itself through its way of living and representing sexuality and related social questions? We will study visual, textual and historical documents from the Middle Ages to the present day. Attention will also be devoted to the colonial and post-colonial French context. Some of the issues that will come into play may be virginity, adultery, same-sex relationships, women's sexual agency, gender definitions through sexuality and loving attachments, and the shifting boundaries of pornography.				
<b>11779</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>FR 0020</b> TTh	<b>FRANCE IN THE 21ST CENTURY</b> 09:30 AM to 10:45 AM CL 230	3 Credits
This course is designed to lead students to a better understanding of France today. We pay particular attention to different forms of identity in France: national, religious, regional, ethnic. Wherever feasible, class discussion will center on primary documents (newspapers, magazines, films, cartoons, public opinion polls, etc.). The format is a combination of lectures and discussions. French is the language of instruction and of students' written work.				
<b>18618</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>FR 0020</b> MWF	<b>FRANCE IN THE 21ST CENTURY</b> 11:00 AM to 11:50 AM CL 116	Hogg,Chloe Alice 3 Credits
This course is designed to lead students to a better understanding of France today. We pay particular attention to different forms of identity in France: national, religious, regional, ethnic. Wherever feasible, class discussion will center on primary documents (newspapers, magazines, films, cartoons, public opinion polls, etc.). French is the language of instruction and of students' written work.Prerequisite(s): PREQ: FR 0004 or 0021 or 0027 or 0055 or 0056 (MIN GRADE: C for all listed Courses) Check with the department on how often this course is offered.Thank you!				
<b>11373</b>	<b>FR-ITAL</b> Meets Reqs: LIT	<b>FR 0021</b> MWF	<b>APPRCHES TO FRENCH LITERATURE</b> 12:00 PM to 12:50 PM CL 342	Hogg,Chloe Alice 3 Credits
The purpose of this course is to illustrate ways of looking at literary texts. We shall examine poems, prose works and plays from France and the francophone world, trying to answer some of the following questions: What are the characteristics of these different genres? What is specifically literary in the text? How can reading such a text make us more able to understand today's world? Considering these questions should make students more familiar with French-language literary production and also help them understand the literary phenomenon in general.				
<b>18852</b>	<b>FR-ITAL</b> Meets Reqs: HS REG	<b>FR 0027</b> TTh	<b>THE FRENCH ATLANTIC</b> 09:30 AM to 10:45 AM CL 363	Kosinski,Renate Elisabeth 3 Credits
This course is a study of the history of French colonization of the 'New World' of the Americas from the sixteenth to mid-twentieth centuries, just after the second World War. By adopting an 'Atlantic' approach, we will examine Europe, Africa and the Americas as interconnected regions. The course explores several themes: Voyages et Rencontres; les Franais en Amrique du Nord; la Traite des Noirs; les Lumires et le Nouveau Monde; et Rvolution  Saint-Domingue. Although each theme treats a different region and highlights a different time period, our approach will allow us to follow the writings of explorers, philosophers, administrators, generals, merchants, and former slaves around the Atlantic, from the coasts of France and West Africa, to the eastern United States, and south to the Caribbean and South American mainland. The course will be conducted in French.				
<b>18853</b>	<b>FR-ITAL</b>	<b>FR 0055</b> TTh	<b>FRENCH CONVERSATION</b> 01:00 PM to 02:15 PM CL 202	Pettersen,David A 3 Credits
In this course students will continue to develop oral proficiency in French through engaging in conversation, providing and obtaining information, and exchanging opinions. Students present informally during debates and sketches as well as more formally through oral exposes and digitally recorded oral samples. Understanding of the cultural implications of written and visual texts is enhanced through exposure to current news stories and films.				

<b>11665</b>	<b>FR-ITAL</b>	<b>FR 0055</b> MWF	<b>FRENCH CONVERSATION</b> 11:00 AM to 11:50 AM	<b>CL 335</b>	Pettersen,David A 3 Credits
In this course students will continue to develop oral proficiency in French through engaging in conversation, providing and obtaining information, and exchanging opinions. Students present informally during debates and sketches as well as more formally through oral exposes and digitally recorded oral samples. Understanding of the cultural implications of written and visual texts is enhanced through exposure to current news stories and films.					
<b>10052</b>	<b>FR-ITAL</b>	<b>FR 0056</b> TTh	<b>WRITTEN FRENCH 1</b> 02:30 PM to 03:45 PM	<b>CL 218</b>	Doshi,Neil Arunkumar 3 Credits
This course is intended to prepare students for upper-level coursework. The course is organized around a series of model texts, each illustrating a particular genre (for instance, narrative, description, the persuasive essay). Through practical exercises and a process-oriented approach, students develop familiarity with both the conventions of different genres and rhetorical devices for effective written expression in different contexts. Through engagement with different styles of writing and incorporating different expressions into their written work, students will also review selected advanced grammar topics.					
<b>10053</b>	<b>FR-ITAL</b>	<b>FR 0058</b> MW	<b>ADVANCED FRENCH CONVERSATION</b> 12:00 PM to 12:50 PM	<b>CL 302</b>	Deon,Marguerite Victoire 1 Credits
French 0058 - Advanced French Conversation (MW 12-12:50)/This one-unit class at once builds on and complements French 55. It is designed to improve students' oral proficiency and sociolinguistic competence through contextualized simulated immersion. The course is divided into four sections, each demanding different, but complementary social and linguistic skills, to wit 1) getting to know people and places; 2) current events; 3) debate and disagreement; 4) cultural comparisons. Emphasis is on acquiring the authentic oral communication skills, in the widest sense of the term, necessary to navigate expertly French-speaking environments.					
<b>11780</b>	<b>FR-ITAL</b>	<b>FR 0080</b> Meets Reqs: LIT W TTh	<b>MODERN FRENCH NOVEL</b> 09:30 AM to 10:45 AM	<b>CL 249</b>	Boum Make,Jennifer Marie 3 Credits
This course is an introduction to the French novel from the eighteenth century to the present day. This course fulfills the Writing Requirement (not a credit requirement) for the French major and the LIT general education requirement. The course will be taught in English.					
<b>29325</b>	<b>FR-ITAL</b>	<b>FR 1018</b> TTh	<b>20TH CENTURY TOPICS</b> 01:00 PM to 02:15 PM	<b>CL 113</b>	Walsh,John P 3 Credits
This course is an in-depth study of francophone Haitian literature of the 20th and 21st centuries. It is organized around two central themes, migration and refuge, that evoke the major historical events of the last one hundred years in Haiti and the greater Caribbean. These include the sugar trade of the early 20th century; the U.S. occupation of Haiti (1915-1934); the 1937 massacre of Haitians at the border of the Dominican Republic; the Duvalier dictatorship (1957-1986); the plight of Haitian 'boat-people' and U.S. policy on refugees during the Reagan presidency; and the 2010 earthquake and the influx of international humanitarian organizations. Students will explore the ways that literature evokes colonial and imperial legacies of political exploitation and environmental degradation. By reading a range of fiction and non-fiction, including canonical and less well-known texts, students will learn about the diversity of Haitian culture and the different forms and paths of migration and refuge within Haiti and around the Americas.					
<b>30396</b>	<b>FR-ITAL</b>	<b>FR 1032</b> MWF	<b>ADV GRAMMAR AND STYLISTICS</b> 10:00 AM to 10:50 AM	<b>CL G13</b>	Mecchia,Giuseppina 3 Credits
This sixth semester course introduces French language students to the advanced structures necessary for higher-level production. Each area of grammatical inquiry is taught as serving particular speech acts, e.g., explanation, description, narration, interrogation, giving orders, speaking with tact, critical opinion, etc.					
<b>10054</b>	<b>FR-ITAL</b>	<b>FR 1902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Wells,Brett David 1 - 3 Credits
Check with the department on how often this course is offered. Prerequisite(s): none Prerequisite(s): none					
<b>10055</b>	<b>FR-ITAL</b>	<b>FR 1903</b>	<b>HONORS DIR RESEARCH:FR MAJORS</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Wells,Brett David 1 - 3 Credits
Permission required.					
<b>11056</b>	<b>FR-ITAL</b>	<b>FR 1905</b>	<b>INTERNSHIP IN FRENCH</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Wells,Brett David 1 - 6 Credits
Special permission required.					
<b>30291</b>	<b>FR-ITAL</b>	<b>FR 2102</b> T	<b>MEDIEVAL TOPICS</b> 05:30 PM to 07:55 PM	<b>CL 1325</b>	Kosinski,Renate Elisabeth 3 Credits
In this seminar we will explore a number of crucial issues in medieval culture through the lens of the body. Topics include: the gendered body; the hybrid body; the Saracen and black body; the disabled body; the tortured body; the mystic body; the witch's body; the body politic. Reading texts and studying images from a variety of genres (romances and epics, medical texts, mystical and political treatises, judiciary documents, manuscript illuminations and paintings) we will analyze medieval notions of gender and gender transformation/hybridity; medieval theories about race; definitions of witchcraft as they relate to bodily manifestations; and ideas about pain in relation to martyrdom and torture. We will also explore the growing field of medieval disability studies.					
<b>11631</b>	<b>FR-ITAL</b>	<b>FR 2710</b> W	<b>INTRO LITERARY &amp; CULTL THEORY</b> 02:30 PM to 04:55 PM	<b>CL 1325</b>	Doshi,Neil Arunkumar 3 Credits



What is an author? What is a text? What is a sign? What is reading? What is interpretation? What is power? What is gender? What is race? What is a nation? And what does all this have to do with literary and cultural texts anyway? In this course for beginning graduate students in the modern languages, we will survey major movements and concepts in literary and cultural theory of the 20th/21st centuries. These theories have provided us important ways to think about how to read and interpret literature, film, and other cultural artifacts, and, as such, are an important aspect of graduate studies in the Humanities. Seemingly basic questions such as "what is an author?" or "what is literature?" are in fact hugely complicated questions that demand that we think about them if we are to think in sophisticated terms about literature and culture. This course is meant to provide students with a general background in literary and cultural theory. After a one-week introduction to the concept of theory, we will read about key movements (Eagleton) at the same time as we conduct careful close readings of key theoretical texts (including Bakhtin, Foucault, Derrida, Lacan, Butler, Sedgwick, Bhabha, and others). Assignments will focus on regular responses to the readings and on sustained contributions to class discussion as we work as a team to process these sometimes difficult texts. The course will be taught in English, and all readings will be available in English (though those able to read the texts in the original are encouraged to do so).

<b>29326</b>	<b>FR-ITAL</b>	<b>FR 2765</b>	<b>COMPARATIVE FRANCOPHONE CULT</b>	Walsh,John P
		Th	02:30 PM to 04:55 PM CL 1325	3 Credits

In *Habiter la frontière*, the French-Cameroonian writer, Léonora Miano, writes: 'Afropea is, in France, the mental locale that those who are unable to claim the privilege of French stock give to themselves.' Miano claims that Afropea remains a mental construct, superimposed over harsher physical realities experienced by immigrants and migrants. This seminar explores the mapping of 'Afropea' in the literature of authors of African origins who explore the linguistic and cultural translation that occurs between the Africa and Europe. We will study a range of primary texts, including Abdourahman Waberi's *Transit* (2003); Alain Mabanckou's *Black Bazar* (2009); and Taiye Selasi's *Ghana Must Go* (2013). All shed light on the lived experiences of multiple generations of Africans who have transformed, and have been transformed by, Europe. The course will engage critical debates generated by discourses on the 'Afropean' and 'Afropolitan.' The latter designation in particular, which was coined by Selasi in 'Bye Bye Babar or What is an Afropolitan?' (2005), and shortly thereafter entered academic circles in Achille Mbembe's essay 'Afropolitanism' (2006), has become a divisive topic. On one hand, critics such as Binyavanga Wainaina, point to the consumerism of a privileged cosmopolitanism, and thus lament its association with cultural commodification, especially in the worlds of fine art and fashion. On the other, Selasi embraces its valorization of the historical fluidity and mixing of African identities. The lack of consensus at the intersection of aesthetic and political forms of expression provides a compelling background for our seminar. The course will be taught in French or English., depending on enrollments.

<b>10056</b>	<b>FR-ITAL</b>	<b>FR 2902</b>	<b>DIRECTED STUDY</b>	Mecchia,Giuseppina
			12:00 AM to 12:00 AM TBA	1 - 12 Credits

Special permission required.

<b>10059</b>	<b>FR-ITAL</b>	<b>FR 2990</b>	<b>INDEPENDENT STUDY</b>	Mecchia,Giuseppina
			12:00 AM to 12:00 AM TBA	1 - 12 Credits

Special permission required.

<b>10061</b>	<b>FR-ITAL</b>	<b>FR 3902</b>	<b>DIRECTED STUDY</b>	Mecchia,Giuseppina
			12:00 AM to 12:00 AM TBA	1 - 12 Credits

Special permission required.

<b>29329</b>	<b>FR-ITAL</b>	<b>ITAL 0003</b>	<b>WHAT IF</b>	4 Credits
	Meets Req: REG	MWF	12:00 PM to 12:50 PM CL 335	

This is the third of a three-term sequence that aims to develop skills and areas of competence acquired in ITAL 0001 and 0002, while teaching students to produce more authentic and more accurate Italian speech, comprehend more sophisticated structures in written and oral form, and broaden their understanding of contemporary Italian culture and society. Instructors incorporate a variety of texts (authentic written materials, songs, film, short stories) to present contemporary Italian culture. Students' progress is evaluated through oral and written exams, homework assignments, participation in class, and portfolio assignments.

<b>26955</b>	<b>FR-ITAL</b>	<b>ITAL 0004</b>	<b>INTERMEDIATE ITALIAN 2</b>	Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM TBA	3 Credits

This course aims to continue students' development in all aspects of the Italian language, with particular emphasis on those skills and tools necessary for advanced literacy in written Italian. Students in this course will encounter, discuss, interpret, and analyze articles, songs, video, films, literary excerpts, and other authentic texts, leading to both a greater understanding of contemporary Italian culture and a greater mastery of Italian forms, vocabulary, and expressions. Special attention will be paid to vocabulary-building exercises, strategies for the focused and efficient reading of texts, and carrying out different kinds of reading for different purposes. At the same time, students will continue to develop their oral proficiency in Italian by discussing and analyzing broad contemporary topics, as they emerge from the course's assigned readings. This class is conducted entirely in Italian.

<b>30478</b>	<b>FR-ITAL</b>	<b>ITAL 0017</b>	<b>ITALIES</b>	Insana,Lina N
		MWF	11:00 AM to 11:50 AM CL 130	3 Credits

A description is not available at this time.

<b>24180</b>	<b>FR-ITAL</b>	<b>ITAL 0050</b>	<b>ITALIAN CONVERSATION</b>	Montera,Chiara
		Th	04:00 PM to 04:50 PM CL 304	1 Credits

This mini-course in Italian is a supplemental hour of language instruction and practice for students who have successfully completed two semesters of Italian. It is particularly recommended for students taking Italian 0003 and 0004, but also for students planning to study abroad or returning from studying abroad in Italy, as a way to ensure that they continue to practice their Italian. Students will discuss Italian topics and will receive some extra grammar, reading and writing practice, with the aim of further developing their proficiency in the target language. Prerequisite(s): none Check with the department on how often this course is offered.

<b>28234</b>	<b>FR-ITAL</b>	<b>ITAL 0060</b>	<b>LITERARY ITALIAN 1</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>19519</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>ITAL 0080</b> TTh	<b>ITALY: HUMANISM, POWER, ARTS</b> 11:00 AM to 12:15 PM BENDM 158	Coleman,James K 3 Credits
An introduction to Renaissance Italy, this class takes an interdisciplinary approach, exploring connections between major Renaissance works and developments across a wide range of fields: from the rise of humanism to the paintings of Botticelli;from Machiavelli's revolutionary handbook of power, The Prince, to his side-splitting comedy, The Mandrake Root, from the restless experimentation of Leonardo da Vinci to the birth of opera. The course is taught in English. No prerequisites. No knowledge of Italian is required. The course satisfies the School of Arts & Sciences Foreign Culture Requirement.				
<b>25345</b>	<b>FR-ITAL</b> Meets Reqs: HS REG	<b>ITAL 0087</b> MW	<b>FOOD FOR THOUGHT</b> 03:00 PM to 04:15 PM CL 144	Denman,Lorraine R 3 Credits
This course is an introduction to Italian history and culture in which students will explore the importance of Italian cuisine through the analysis of literary and historical texts, visual arts, and film related to food production, consumption, importation/exportation, and legislation. Students will examine the history of food culture from antiquity to the present day, and consider the socio-cultural and socioeconomic impacts of food and cuisine in contemporary Italy. This course is taught in English. No prerequisites. No knowledge of Italian is required.It satisfies the School of Arts & Sciences Historical Change and Foreign Cultural Regional general education requirements. This course is taught in English. No prerequisites. No knowledge of Italian is required. It satisfies the School of Arts and Sciences and Historical Change and 2nd Lit or Art requirements.\Prerequisite(s): noneCheck with the department on how often this course is offered.				
<b>29333</b>	<b>FR-ITAL</b> Meets Reqs: W	<b>ITAL 1032</b> TTh	<b>INT TO ITALIAN LINGUISTICS</b> 02:30 PM to 03:45 PM CL 129	Denman,Lorraine R 3 Credits
In this course students will describe, analyze and account for various linguistic phenomena found in Standard Italian in order to better a understanding of its internal structure and gain insight into how the language works. Emphasis will be placed on the following areas: phonetics, phonology, morphology, syntax and semantics, but depending on student interest the following topics may be explores: history of the language, dialectal varieties of Italian and related languages theories of the second language acquisition. This course is taught entirely in Italian. Prerequisite: one fifth semester course (ITAL 0060, 0061, or 1041) or permission of the instructor.				
<b>26959</b>	<b>FR-ITAL</b>	<b>ITAL 1070</b>	<b>LITERATURE AND POLITICS</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>26958</b>	<b>FR-ITAL</b>	<b>ITAL 1085</b>	<b>DANTE, PETRARCH, AND BOCCACCIO</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>17679</b>	<b>FR-ITAL</b>	<b>ITAL 1902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Coleman,James K 1 - 4 Credits
Students should consult a departmental advisor before registering for this course.				
<b>10114</b>	<b>FR-ITAL</b>	<b>ITAL 1903</b>	<b>HONRS DIR RESEARCH: ITAL MAJS</b> 12:00 AM to 12:00 AM TBA	Coleman,James K 1 - 3 Credits
Students should consult a departmental advisor before registering for this course.				
<b>10984</b>	<b>FR-ITAL</b>	<b>ITAL 1905</b>	<b>INTERNSHIP IN ITALIAN</b> 12:00 AM to 12:00 AM TBA	Coleman,James K 1 - 6 Credits
<b>26960</b>	<b>FR-ITAL</b>	<b>ITAL 1905</b>	<b>INTERNSHIP IN ITALIAN</b>	Whitehead,Jeffrey Robert 1 - 6 Credits
			12:00 AM to 12:00 AM TBA	
<b>29334</b>	<b>FR-ITAL</b>	<b>ITAL 2315</b> T	<b>RENAISSANCE HUMANISM</b> 02:30 PM to 04:55 PM CHVRN 132	Coleman,James K 3 Credits
Students should consult a departmental advisor before registering for this course.				
<b>11632</b>	<b>FR-ITAL</b>	<b>ITAL 2710</b> W	<b>INTRO LITERARY &amp; CULTL THEORY</b> 02:30 PM to 04:55 PM CL 1325	Doshi,Neil Arunkumar 3 Credits
Introduction to Literary and Cultural Theory. In this course intended for beginning graduate students in the modern languages, students will survey major movements and concepts in literary and cultural theory of the 20th/21st centuries. These theories have provided us important ways to think about how to read and interpret literature, film, and other cultural artifacts, and, as such, are an important aspect of graduate studies in the Humanities. This course is meant to provide students a general background in theory that they can further develop in certain areas as they continue their studies. The course will be taught in English, and all readings will be available in English.				
<b>10115</b>	<b>FR-ITAL</b>	<b>ITAL 2902</b>	<b>DIRECTED STUDY</b>	Insana,Lina N

12:00 AM to 12:00 AM TBA 1 - 3 Credits

Students should consult a departmental advisor before registering for this course.

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<b>10116</b>	<b>FR-ITAL</b>	<b>ITAL 2910</b>	<b>COMPREHENSIVE EXAMINATION MA</b>	Insana,Lina N
			12:00 AM to 12:00 AM TBA	1 - 3 Credits

Students should consult a departmental advisor before registering for this course

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<b>10117</b>	<b>FR-ITAL</b>	<b>ITAL 2970</b>	<b>TEACHING OF ITALIAN</b>	Donato,Richard
		M	02:00 PM to 04:25 PM WWPB 5131	3 Credits

Teaching French, Italian, and German [for beginning TAs] /Advanced Topics in Foreign Language Learning and Teaching [for advanced TAs] This course supports the concept that instructional expertise is developed in and through teaching. Using a modified "lesson study model" of teacher development, new and experienced foreign language instructors will work together to identify problems of practice, discuss the theory and instructional practices that address these pedagogical concerns, and collaboratively develop a lesson to be taught by a member of the class and later analyzed and refined by the class as a whole. Videotapes of these lessons will be used as the primary source of information for analysis, discussion, and reflection. Four major areas will ground our work: 1) designing lessons to promote a language learning community, 2) teaching culture through language, and language through culture, 3) advancing oral language proficiency, and 4) developing literacy in a foreign language. Assignments include participation in collaborative lesson plan development, reflective reports on videotapes of classroom instruction, written analysis of tutorial work with language learners, and a culminating project developed in stages throughout the course that unifies the four themes in a statement of teaching philosophy. Not language specific, this course is intended for current and future teachers in the modern foreign languages.

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<b>10118</b>	<b>FR-ITAL</b>	<b>ITAL 2990</b>	<b>INDEPENDENT STUDY</b>	Insana,Lina N
			12:00 AM to 12:00 AM TBA	1 - 3 Credits

Students should consult a departmental advisor before registering for this course.

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<b>12327</b>	<b>GERMANIC</b>	<b>GER 1000</b>	<b>READING LITERARY TEXTS</b>	Lukic,Anita
		MW	03:00 PM to 04:15 PM CL 113	3 Credits

German 1000 course provides a general introduction to the reading and comprehension of a variety of texts, including different literary genres (prose, drama, and poetry), reference works (dictionaries and biographies), and secondary literature, as well as internet sites related to the authors and topics covered in the course. Students are taught a variety of strategies to develop extensive and intensive reading skills, contextualized guessing of vocabulary, skimming/scanning, and gisting (i.e., reading for the main ideas). Some assignments lead students through large blocks of text, while others concentrate on shorter segments by emphasizing lexical and grammatical details. It is intended as a vehicle to help participants make a successful transition from language courses to advanced literature/culture courses at the 1200-level which are taught in German. Course assignments are built around a collection of literary texts from the eighteenth to the twentieth centuries.

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<b>22655</b>	<b>GERMANIC</b>	<b>GER 1003</b>	<b>PROFESSIONAL GERMAN 1</b>	Waeltermann,Dieter J
	Meets Reqs: W	TTh	04:30 PM to 05:45 PM CL 151	3 Credits

This is an advanced language course that aims to familiarize students with specialized vocabulary, practices and the culture of German-speaking countries with respect to professional areas, specifically the business world. This course concentrates on:-Business & economic geography (old & new states, industrial regions and major sites),-Germany & the EU: history, function, politics, trade-Transportation (means, importance, policy, infrastructure) and Tourism (incl. trade fairs)-Correspondence & Communication (job search, German résumé, application letters, job interviews, composing effective short reports & summaries, e-mail)The course focuses on oral and aural proficiency, appropriate written discourse, and reading. The course integrates economic geography and the legal and political systems of Germany, Austria, and Switzerland with language instruction.

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<b>27647</b>	<b>GERMANIC</b>	<b>GER 1005</b>	<b>GERMAN MEDIA</b>	Von Dirke,Sabine
		TTh	11:00 AM to 12:15 PM CL 317	3 Credits

Know what's Äpp in Germany ! Discuss the latest hype & TV ! Write your own reviews! Moderate the news! Script your own soap ! Watch films in cinemascope ! In education speak, this course is oral proficiency oriented and allows students to practice and improve their speaking skills and listening comprehension using authentic German media materials in print and on screen, including internet and social media. It provides students with both: an overview of the current media landscape of Germany and an outlet for their creative imagination. The course is taught entirely in German. Prerequisite: Successful completion (preferably B-level) of German 0004.

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<b>22656</b>	<b>GERMANIC</b>	<b>GER 1106</b>	<b>GERMAN CULTURAL HISTORY</b>	
	Meets Reqs: LIT	MWF	11:00 AM to 11:50 AM CL 321	3 Credits

This course introduces students to major developments and figures in German cultural history from the Medieval Period to the Enlightenment. The course utilizes a variety of media (written texts as well as audio-visual materials) and genres (prose, poetry, drama) in order to analyze how the past informs the present. Topics of discussion include: the individual's place in society; the role of women and the notion of love in courtly literature (Minnelyrik, HÄfisches Epos); Martin Luther and the Reformation; the 30 Years War and the Peace of Westphalia as the beginning of a new world order; the radical change of European worldview by the Enlightenment; and more recent reception and interpretation of the Medieval, Renaissance, and Enlightenment periods. This course is conducted entirely in German, and gives students ample opportunity to practice all four language skills (speaking, reading, writing, and listening). All assignments are to be completed in German. Prerequisite: successful completion of at least one German 1000-level course.

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<b>22657</b>	<b>GERMANIC</b>	<b>GER 1399</b>	<b>SENIOR CAPSTONE SEMINAR</b>	Von Dirke,Sabine
		TTh	09:30 AM to 10:45 AM CL 321	3 Credits

The first third of the course is dedicated to strengthening students analytic-conceptual and research skills in preparation for the capstone project. In order to do so, we will work on a specific topic - the interface of theatrical practices and politics - based on a few concrete examples. On the one hand, this course investigates how the German stage has been a space for socio-political intervention. On the other hand, it examines, 'die Inszenierung der Politik', i.e. how political actors employ theatrical practices in the age of the media society. For the staging of politics, we will work with current examples in the German media. As to politics on stage, we will work with taped performances of one or two plays culled from the 20th and 21st centuries. The remaining two thirds of the capstone seminar will use class time to facilitate students developing the topic, conceptual framework and research methodology for their capstone project. This means that seminar participants will present their research project and results to the seminar participants for feedback in stages. Assignments rang from circulating and discussing initial ideas for topics and drafting an annotated bibliography to writing a formal project proposal and presentation of the topic/research for feedback from fellow students. All of these steps are designed to assist students in developing their final project by the end of the term. Writing a scholarly paper (2500-3000 words) either on a literary, cultural or social science topic of students' choice is the most typical project. Students may, however, also develop an alternative capstone project in close consultation with the instructor. Students are advised to work within the thematic framework of this course but cannot work on the texts/materials we discussed in class. Students are encouraged to write their papers or alternative projects in German. They may write in English but only with prior approval of the instructor.

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<b>10101</b>	<b>GERMANIC</b> Meets Reqs: LIT REG	<b>GER 1502</b> MW	<b>INDO-EUROPEAN FOLKTALES</b> 01:00 PM to 01:50 PM	<b>LAWRN 121</b>	Lyon, John B 3 Credits
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Since its publication in 1812, the Grimm Brothers' Children's and Household Tales found a readership that spanned countries, languages, and generations. Its broad appeal can be traced to its origins: it reflects not only the influence of early 19th Century Germany, but also oral folklore traditions that go back thousands of years and range from as far away as Iceland, the Middle-East, and India. This course introduces students to a wide selection of these and other folktales from the Indo-European tradition as well as to numerous perspectives for understanding these folktales. We will examine the aesthetic, social, historical, and psychological values that these tales reflect, and will also discuss significant theoretical and methodological paradigms within folklore studies, including structural, socio-historical, psychoanalytic, and feminist perspectives. Finally, we will discuss the continuing influence of this folk tradition on popular and elite culture of our time. All readings, lectures, discussions, and written coursework will be in English.

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<b>29335</b>	<b>GERMANIC</b> Meets Reqs: LIT REG	<b>GER 1529</b> MW	<b>BERLIN: A DIVIDED CITY</b> 03:00 PM to 04:15 PM	<b>FKART 203</b>	Lyon, John B 3 Credits
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In the course of the nineteenth century, Berlin transformed from a small city where farmers still herded livestock through the streets to one of the largest cities in Europe with a population well over one million. During the twentieth century it was at the vanguard of cultural developments in Germany and Europe, whether in art, literature, film, architecture, or music. Yet the city also had a troubled political history during this century: it was the capitol of fascist, socialist, and democratic/capitalist governments; it was occupied, divided, and reunited. Today it is the symbol of a new Germany. This course traces the history of Berlin for the last two centuries by surveying literature and film set in the city, works in which the city itself often functions as a main character. In analyzing these cultural works, we will trace not only the changing nature of Berlin, but also such changes in Germany as national unification, industrialization and modernization, urbanization, the rise of the proletariat, national division, reunification, and the rise of multiculturalism. We will focus on the various divisions that constitute this vibrant city, including political, economic, and social divisions. We view the texts and films in this course as both historical and as aesthetic objects and link the range of aesthetic expression represented here to the historical phenomena of division in Berlin. All readings, media, and discussions will be in English.

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<b>30410</b>	<b>GERMANIC</b> Meets Reqs: REG	<b>GER 1548</b> MW	<b>NEW GERMAN CINEMA</b> 06:00 PM to 07:15 PM	<b>CL 407</b>	Halle, Randall N 3 Credits
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Devastated after World War II, starting in the 1960s a number of German directors like Herzog, Fassbinder, Wenders, Kluge, Annders-Abrahms managed to bring international attention back to German cinema. They competed against the film industry of Hollywood under difficult conditions of production, and in many instances made the difficult transition out of the art house and into the mainstream movie theater. Yet these names only represent a small portion of those directors active in the new German cinema. This class will examine the aesthetic and technical contributions of new German cinema as well as the historical and social context of its production. The technological, financial, and intellectual destruction caused by the experience of national socialism and World War II required creative responses that have led to a solid and symbolically rich body of work. In examining the themes and experimental forms of various filmmakers, students will gain insight into the issues that occupied the German public sphere from the 1960s onward.

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<b>10102</b>	<b>GERMANIC</b>	<b>GER 1901</b>	<b>INDEPENDENT STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Lyon, John B 1 - 3 Credits
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A course designed for students who wish to work independently on individually designed projects.

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<b>10100</b>	<b>GERMANIC</b>	<b>GER 1990</b>	<b>SENIOR THESIS</b> 12:00 AM to 12:00 AM	<b>TBA</b>	1 - 5 Credits
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A course for Senior Honors German Majors to explore a topic of their choice under the supervision of a faculty member.

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<b>22679</b>	<b>HA-A</b> Meets Reqs: MA COM	<b>HAA 0010</b> Th	<b>INTRODUCTION TO WORLD ART</b> 06:00 PM to 08:30 PM	<b>FKART 202</b>	3 Credits
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What is art? This introductory course, designed for students with no previous background in art or art history, is intended to probe this question - and challenge traditional assumptions -- while providing students with the skills to interpret works of art and architecture from a diversity of world cultures. The course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as material and aesthetic objects while also examining them as productions that negotiate with historical and cultural contexts. The course also thinks pointedly about cultural difference and the ways in which art has been employed to define communities as radically particular while also answering basic human needs that connect people living in different times and places.

<b>11533</b>	<b>HA-A</b>	<b>HAA 0010</b>	<b>INTRODUCTION TO WORLD ART</b>	D'Anniballe Williams, Maria 3 Credits
	Meets Reqs: MA COM	MW	03:00 PM to 03:50 PM FKART 125	

What is art? This introductory course, designed for students with no previous background in art or art history, is intended to probe this question - and challenge traditional assumptions -- while providing students with the skills to interpret works of art and architecture from a diversity of world cultures. The course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as material and aesthetic objects while also examining them as productions that negotiate with historical and cultural contexts. The course also thinks pointedly about cultural difference and the ways in which art has been employed to define communities as radically particular while also answering basic human needs that connect people living in different times and places.

<b>11084</b>	<b>HA-A</b>	<b>HAA 0030</b>	<b>INTRODUCTION TO MODERN ART</b>	Whitehead, Jeffrey Robert 3 Credits
	Meets Reqs: MA REG		12:00 AM to 12:00 AM TBA	

This course addresses critical issues in the history of painting, sculpture, photography, and architecture from the mid-19th century to the late 20th century. The first weeks will be devoted to discussion of the history and cultural practices of artistic Modernism with special attention to the work of the Impressionists, the Surrealists, and the Abstract Expressionists among others. The second part of the course will explore the significance of feminist and multicultural challenges to the Modernist tradition and the role of those challenges in the profound redefinition of Western culture unfolding in our society today. Enrollment in a recitation section is required of all students. Recitations will provide an opportunity for more in-depth consideration of issues raised in lecture.

<b>24947</b>	<b>HA-A</b>	<b>HAA 0030</b>	<b>INTRODUCTION TO MODERN ART</b>	Ellenbogen, Joshua Martin 3 Credits
	Meets Reqs: MA REG	TTh	01:00 PM to 01:50 PM FKART 125	

This course addresses critical issues in the history of painting, sculpture, photography, and architecture from the mid-19th century to the late 20th century. The first weeks will be devoted to discussion of the history and cultural practices of artistic Modernism with special attention to the work of the Impressionists, the Surrealists, and the Abstract Expressionists among others. The second part of the course will explore the significance of feminist and multicultural challenges to the Modernist tradition and the role of those challenges in the profound redefinition of Western culture unfolding in our society today. Enrollment in a recitation section is required of all students. Recitations will provide an opportunity for more in-depth consideration of issues raised in lecture.

<b>27427</b>	<b>HA-A</b>	<b>HAA 0090</b>	<b>INTRO TO CONTEMPORARY ART</b>	Josten, Jennifer 3 Credits
	Meets Reqs: MA GLO	MW	03:00 PM to 04:15 PM FKART 202	

This course explores the latest developments in contemporary art in the context of changes in world visual cultures since the 1960s. The first weeks will concentrate on the transformations of artistic practice that occurred initially in Pop Art, and on the Minimal-Conceptual shift in Western art. This will be followed by a survey of the diversification of artistic practice in the 1980s and 1990s, including the emergence of new internationalisms reflecting postcoloniality, global Contemporary Art, Indigenous art and digital media. The course will conclude with a consideration of the multiplicity of kinds of art that exist today. Visits to local museums and galleries are a vital part of the course.

<b>17278</b>	<b>HA-A</b>	<b>HAA 0101</b>	<b>FOUNDATIONS OF ART HISTORY</b>	Ellenbogen, Joshua Martin 3 Credits
		TTh	11:00 AM to 12:15 PM FKART 204	

Foundations in Art History is a course designed specifically for students planning to pursue further study in art history. It offers an introduction to the history of the art historical discipline and its research and interpretive methods. Other courses in the art history department introduce students to the what of art history--major works and histories of the arts in specific time periods and geographic locations around the globe. This course, by contrast, is devoted to the how of what the art historian does--how she or he interprets the work of art according to its specific characteristics, the place and time in which the artwork is created, and the changing nature of viewers' responses to it. Through readings spanning art history in East Asia and the West and from the ancient world to the present, weekly discussions will invite us to explore a wide array of interpretive perspectives, to understand where and when such perspectives emerged within the discipline, and how they continue to be used today. Our engagement with these perspectives will be geared toward understanding how each plays a role in the art historian's central task, namely deciphering the meaning of the work of art. Short writing assignments throughout the term will require analysis of a specific artwork chosen from a local art collection such as the Carnegie Museum in light of different interpretative issues and methodologies.

<b>29394</b>	<b>HA-A</b>	<b>HAA 0105</b>	<b>ART AND EMPIRE</b>	Eppihimer, Melissa Ann 3 Credits
	Meets Reqs: MA EX IFN COM	TTh	09:30 AM to 10:45 AM FKART 202	

This course is an introductory survey of the art and architecture of historic imperial powers. Rather than viewing the phenomenon of empire as it is reconstructed from texts, this survey will emphasize the comparative cultural profiles of these empires as they are known from visual evidence. The course will examine the imagery, artifacts, monument types and architectural sites that were made to advertise the success and promote the continuity of the regime beyond the lifetime of its founder, the use of regional themes to establish continuity with the historical past, and the cultural impact of empires on those who belonged to them and those who did not. Special attention will be paid to imperial powers of the ancient world, in particular those of the Near East, Greece and Rome, but the course will also cover the Carolingian and Ottoman Empires, as well as 19th century European imperialism and Nazi Germany. This course will draw on the expertise of faculty across the History of Art and Architecture department who will provide guest lectures.

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<b>27762</b>	<b>HA-A</b> Meets Reqs: MA EX HS IFN COM	<b>HAA 0160</b> T	<b>ANCIENT EMPIRES</b> 06:00 PM to 08:30 PM	<b>FKART 204</b>	Weis,H Anne 3 Credits
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Successful empires are seldom planned; they evolve. They typically have charismatic founders, able successors, and well-organized systems of administration. They satisfy core constituencies by ensuring supplies of staples or, for elites, luxuries and status symbols. They ward off potential unrest by various means, from moving populations to the cooptation of local elites, who control capital and production. The course looks at the phenomenon of the (ancient) empire from various points of view-the biographies of selected 'founder figures' and the mechanisms created to ensure the survival of selected regimes, with less emphasis placed on bureaucratic structures and detail and more on the creation and maintenance of an ideology appropriate to the regime. A sense of tradition, for example, is essential to empire but only if combined with a sense of 'modernity'-the projection of an ability to mobilize the latest in science and technology to preserve the benefits of empire for those who profit from it. Empires are, in this sense, 'history-conscious'-they compare themselves with earlier empires and seek to surpass them. Empires examined include: Middle Bronze Age Akkad, late Bronze Age Egypt, Early Iron age Assyria and Persia, Classical Athens, Macedon, and early Imperial Rome. This is not a writing course per se, but it attempts, through feedback on a series of short, focused essays, to be written in class and/or out of class, and a Research Paper, to work with students' ability to pose problems, work toward a solution, and articulate that process in writing.

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<b>26943</b>	<b>HA-A</b> Meets Reqs: MA EX REG	<b>HAA 0302</b>	<b>RENAISSANCE ART</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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Transformations in the status, appearance, and meaning of artworks during the European Renaissance have profoundly affected Western visual culture. This course explores the extraordinary experiments of competitive, innovative artists and patrons, going beyond stylistic change to focus on the role of artistic invention in shaping Renaissance society. It considers the shifting functions of the visual arts in Europe between 1250 and 1600. Artists to be discussed include Giotto, Brunelleschi, Donatello, van Eyck, Botticelli, Mantegna, Leonardo, Durer, Michelangelo, Raphael, and Titian. Students will be asked to write short papers on thematic issues throughout the term and, at the end of the semester, they will undertake a more substantial project that engages the research methods of art history.

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<b>29395</b>	<b>HA-A</b> Meets Reqs: MA COM	<b>HAA 0380</b> TTh	<b>ART OF THE SPANISH WORLD</b> 09:30 AM to 10:45 AM	<b>FKART 203</b>	Nygren,Christopher J 3 Credits
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Spain underwent a series of radical transformations in the period from about 1200-1700 CE. The peninsula was first the center of Muslim empire that controlled much of the Mediterranean. This gave way to a Catholic empire that then expanded across the Atlantic Ocean to encompass most of the New World. This succession of ambitious kingdoms gave rise to some of the most unique artistic expressions at the time. This class will examine the art produced in Spain and Spanish realms in this period. Because of the unique interreligious history of Spain, its art tends to sit uncomfortably with the art produced elsewhere in Europe and its empires. This course will recuperate some of the fascinating strangeness of Spanish images by focusing on the frictions created by the enhanced flow of peoples and the cultures with which they came into contact during the early modern period. As Iberian powers expanded into Latin American and south Asia, European cultures increasingly came into tension with indigenous cultures and forms of image production. Rather than leading to 'imperfect' or 'deformed' art, though, this friction led to the creation of novel images that show how cultural hybridity was both a coping mechanism and a productive artistic strategy. This course will examine works produced by some major artists in Spain. However, we will also look at how the concept of 'the artist' evolved in Spain during the period in question. This we be supplemented by looking at how local modes of artistic production developed in the New World came into tension with Spanish ideas about art and aesthetics during the period of colonization. These cultures often lacked a strong notion of 'the artist,' and we will consider how differing modes of creation helped produce a hybrid style of art the forces a reconsideration of the how we define colonial European art within a global context.

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<b>29396</b>	<b>HA-A</b>	<b>HAA 0905</b> TTh	<b>ARCH OF THE PRE-MODERN WORLD</b> 11:00 AM to 12:15 PM	<b>FKART 202</b>	Rajagopalan,Mrinalini 3 Credits
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This course offers a global view of architectural and urban history from antiquity (c. 3500 BCE) to the early modern period (c. 1750 CE). The class is organized around three types of historical characters: travelers, believers, and makers and chronicles the built environments that they created or imagined. Each class session will be based around three case studies that ask how a certain type of person—a craftsman, a queen, or a monk—might have constructed and used their physical environments. For example, how would an African slave have experienced the Elmina Castle (modern-day Ghana) in the seventeenth century? What motivated Queen Udayamati in eleventh-century India to build a gigantic and ornate step well after the death of her husband? How did a mason constructing the intricate muqarnas of the Alhambra in thirteenth-century Spain understand his labor in relation to the larger world of Islam? Answering these questions means recognizing the built environment as more than a series of facts, styles, names, or dates. It means exploring the connections between bodies, buildings, and human imagination. At a basic level this course will help students understand how humans have constructed buildings and cities and manipulated their environments to meet their needs. At a more philosophical level this course will equip students with the critical and analytical skills to understand the technology and aesthetics of people who are geographically, temporally, and culturally different from them. Crossing these cultural and historical divides in order to study the built environments of people who thought, lived, and comported themselves differently from 'us' is part of an undergraduate's broader training as a humanist and will prepare him/her/they to live, work, and play in a world increasingly marked by difference rather than homogeneity. This course satisfies the Diversity and Global Awareness requirements of the General Education Curriculum at Pitt.

<b>11130</b>	<b>HA-A</b>	<b>HAA 1010</b>	<b>APPROACHES TO ART HISTORY</b>	Jones, Shirin Asgharzadeh-Fozi 3 Credits
	Meets Reqs: W	TTh	01:00 PM to 02:15 PM FKART 104	

HAA 1010 is the capstone research seminar required of all HAA majors and is an official w-course. Students in this class will conduct extensive readings on a special topic devised by the course instructor. Each student in the class will be required to produce a substantive research paper under the guidance of the instructor. Students will work to master the skills that are fundamental to the discipline and broader arts related professions: critical thinking, research, and written and oral communication.

<b>29397</b>	<b>HA-A</b>	<b>HAA 1025</b>	<b>HIST AND ETHICS OF COLLECTING</b>	Jones, Shirin Asgharzadeh-Fozi 3 Credits
		TTh	04:00 PM to 05:15 PM FKART 203	

What is worth collecting? What motivates collectors? Spanning art, archeology and material culture from the ancient world to the present day, this course explores the tensions between private property and public heritage that shape the history of collecting. Subjects will include iconoclasm and the destruction of cultural artefacts, booty and looting in times of war, cabinets of curiosity, private and corporate collectors, deaccessioning, repatriation and the ethics of public collections. Particular attention will be paid to the upheavals of World War II, the aftermath of colonialism and the role of UNESCO in prohibiting the illicit trade in cultural property. Students will encounter historical, anthropological, and art historical approaches to these issues, and gain practical experience with collection management systems and provenance research. This is a core course for the minor in Museum Studies.

<b>26151</b>	<b>HA-A</b>	<b>HAA 1040</b>	<b>ARCH: IMAGE, TEXT, THEORY</b>	Armstrong, Christopher Drew 3 Credits
	Meets Reqs: REG W	W	02:30 PM to 04:55 PM FKART 104	

Architecture: Image, Text, Theory is an upper level writing intensive [W] course required for all students wishing to graduate from the University of Pittsburgh with a major in Architectural Studies. The objectives are to acquaint students with architectural themes in various literary genres, to examine the emergence and development of core ideas in the Western architectural tradition, and to understand the relationship between architectural ideas and the contexts in which they were articulated. Texts examined in the course will include classic architectural treatises, texts on landscape, urbanism and aesthetics.

<b>25556</b>	<b>HA-A</b>	<b>HAA 1130</b>	<b>ROMAN ART</b>	Weis, H Anne 3 Credits
	Meets Reqs: MA REG	MW	04:30 PM to 05:45 PM FKART 204	

Centrally located within the Mediterranean, Italy was rich in natural resources, under the firm control of civic elites who managed contacts with other cultural groups. Roman 'art', therefore, was an art of advertisement and consumption—one that served to identify the wealthiest and most influential members of the community and to further their interests. The course will follow the development of Rome from an aggressively expansive, aristocratic city-state to a socially innovative political conglomerate with control over the Mediterranean world. This development fostered 1) unprecedented economic stability and prosperity across a wide region, allowing objects and styles that were once limited to the elite to 'filter down' to a broader range of consumers, and 2) the need for an art that communicated the achievements and goals of the imperial government to different regions and cultures. This is not a writing course per se, but it attempts, through feedback on a series of short, focused essays, to be written in class and out of class, and a Research Paper, to work with students' ability to pose problems, work toward a solution, and articulate that process in writing.

<b>29404</b>	<b>HA-A</b>	<b>HAA 2025</b>	<b>HIST AND ETHICS OF COLLECTING</b>	Jones, Shirin Asgharzadeh-Fozi 3 Credits
		TTh	04:00 PM to 05:15 PM FKART 203	

What is worth collecting? What motivates collectors? Spanning art, archeology and material culture from the ancient world to the present day, this course explores the tensions between private property and public heritage that shape the history of collecting. Subjects will include iconoclasm and the destruction of cultural artefacts, booty and looting in times of war, cabinets of curiosity, private and corporate collectors, deaccessioning, repatriation and the ethics of public collections. Particular attention will be paid to the upheavals of World War II, the aftermath of colonialism and the role of UNESCO in prohibiting the illicit trade in cultural property. Students will encounter historical, anthropological, and art historical approaches to these issues, and gain practical experience with collection management systems and provenance research. This is a core course for the minor in Museum Studies.

<b>25299</b>	<b>HISPANIC</b>	<b>PORT 0001</b>	<b>ELEMENTARY PORTUGUESE I</b>	Carvalho, Ana Paula Raulino De
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MWF 09:00 AM to 09:50 AM CL 318 3 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. PLEASE NOTE THAT THIS IS A THREE-CREDIT COURSE. CHANGE IS IN PROCESS.

**26231 HISPANIC PORT 0001 ELEMENTARY PORTUGUESE 1** Carvalho, Ana Paula Raulino De  
 MWF 01:00 PM to 01:50 PM CL 249 3 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. PLEASE NOTE THAT THIS IS A THREE-CREDIT COURSE. CHANGE IS IN PROCESS.

**15812 HISPANIC PORT 0002 ELEMENTARY PORTUGUESE 2** Moreira Reis, Luana  
 Meets Reqs: L MWF 12:00 PM to 12:50 PM CL 321 3 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. PLEASE NOTE THAT THIS IS A THREE-CREDIT COURSE. CHANGE IS IN PROCESS.

**10947 HISPANIC PORT 0003 INTERMEDIATE PORTUGUESE 3** Moreira Reis, Luana  
 MWF 02:00 PM to 02:50 PM CL 252 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.

**11541 HISPANIC PORT 0020 CONVERSATION** Carvalho, Ana Paula Raulino De  
 MWF 03:00 PM to 03:50 PM CL 304 3 Credits

A course designed to enhance fluency and the development of oral proficiency in Portuguese. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of this class.

**27637 HISPANIC PORT 1010 PORT FOR SPANISH SPEAKERS 1** Carvalho, Ana Paula Raulino De  
 MWF 02:00 PM to 02:50 PM CL 321 3 Credits

Portuguese for Spanish Speakers is designed as an accelerated introductory course for native speakers of Spanish or English speakers with fluency in Spanish. It will be the equivalent of Port 0001/1001 and Port 0002/1002. This course concentrates on aspects of the Portuguese language that are most difficult for Spanish speakers, such as pronunciation, vocabulary, idioms and grammatical structures particular to Portuguese.

**29343 HISPANIC PORT 1053 LUSO-BRAZILIAN TOPICS**  
 MWF 12:00 PM to 12:50 PM CL 337 3 Credits

This course will engage with cultural production and critical thinking on a broad range of topics about the Portuguese-Speaking world. It is appropriate for students with an interest in the history, culture, and society of the Lusosphere. Discussions will focus on music and poetry considering historical, social, and political contexts. Exercises of critical reading and interrogation will contribute to analyses of Lusophone culture, while considering, problematizing, and revising questions and themes of nation, race, gender, etc. The works of music and poetry to be considered represent diverse periods in history. Students will write two short papers and develop a final project in consultation with the instructor. Texts, songs, poems, and excerpts of documentaries and films will be used as vehicles for a deeper understanding of Lusophone societies. In this course, students will encounter some Portuguese terms, and be inspired to learn (or expand their knowledge of) the Portuguese language.

**10334 HISPANIC PORT 1902 DIRECTED STUDY**  
 12:00 AM to 12:00 AM TBA 1 - 6 Credits

Students must consult with Professor Chamberlain before registering for this course.

**29344 HISPANIC PORT 1902 DIRECTED STUDY**  
 12:00 AM to 12:00 AM TBA 1 - 6 Credits

Students must consult with Professor Chamberlain before registering for this course.

**26112 HISPANIC SPAN 0020 CONVERSATION**  
 MWF 09:00 AM to 09:50 AM CL 218 3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

**11477 HISPANIC SPAN 0020 CONVERSATION**  
 MWF 12:00 PM to 12:50 PM CL 363 3 Credits



The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>26923</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
		MWF	12:00 PM to 12:50 PM	CL 216	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>11459</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
		MWF	10:00 AM to 10:50 AM	CL 208B	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>17558</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
		MWF	11:00 AM to 11:50 AM	CL 230	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>23522</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
		MWF	01:00 PM to 01:50 PM	CL 242	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>10717</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
		MWF	02:00 PM to 02:50 PM	CL 208A	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>23523</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
		MWF	02:00 PM to 02:50 PM	CL 339	3 Credits

This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major.

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<b>11093</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
		MWF	10:00 AM to 10:50 AM	IS 411	3 Credits

This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major.

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<b>11542</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
		MWF	11:00 AM to 11:50 AM	CL 252	3 Credits

This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major.

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<b>26115</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
		MWF	01:00 PM to 01:50 PM	CL 339	3 Credits

This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major.

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<b>10583</b>	<b>HISPANIC</b>	<b>SPAN 0055</b>	<b>INTRO HISPANIC LITERATURE 1</b>		Lima, Dolores
	Meets Reqs: W	TTh	09:30 AM to 10:45 AM	CL 135	3 Credits

The course is designed to introduce students to the study of Hispanic literature, while at the same time dealing with concepts which can be applied to all literature. In discussing the nature of literature as a category of writing, the course will focus on exploring various approaches to the study of literature. While some of the readings will be in English, all course production (lectures, discussion, assignments) will be in Spanish. 0055 counts as a departmental W course for the writing requirement.

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<b>23524</b>	<b>HISPANIC</b>	<b>SPAN 1250</b>	<b>HISPANIC CIVILIZATIONS</b>		
	Meets Reqs: HS REG	MWF	11:00 AM to 11:50 AM	CL 317	3 Credits

This course introduces students to the cultural history of the Hispanic World. Starting with the study of Pre-Colombian civilizations and the controversial politics of the Spanish Conquest we will discuss the conflicts involved in the transformation of Latin America. Through a broad variety of texts; chronicles, documentaries, films, fiction and novels, students will learn about the Spanish-speaking world and also explore the complex interactions implied in the process of colonization, in the foundation of national identities and in the creation of cultural traditions. We will stress the importance that these social and political tensions have in order to understand the past but also we will analyze its impact in the present. Prerequisite(s): PREQ: SPAN 0020 or 0025 (Min Grade C); PLAN: SPAN BA or BPH Check with the department on how often this course is offered.

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<b>23526</b>	<b>HISPANIC</b>	<b>SPAN 1250</b>	<b>HISPANIC CIVILIZATIONS</b>		
	Meets Reqs: HS REG	MWF	10:00 AM to 10:50 AM	CL 116	3 Credits

This course introduces students to the cultural history of the Hispanic World. Starting with the study of Pre-Colombian civilizations and the controversial politics of the Spanish Conquest we will discuss the conflicts involved in the transformation of Latin America. Through a broad variety of texts; chronicles, documentaries, films, fiction and novels, students will learn about the Spanish-speaking world and also explore the complex interactions implied in the process of colonization, in the foundation of national identities and in the creation of cultural traditions. We will stress the importance that these social and political tensions have in order to understand the past but also we will analyze its impact in the present. Prerequisite(s): PREQ: SPAN 0020 or 0025 (Min Grade C); PLAN: SPAN BA or BPH Check with the department on how often this course is offered.

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<b>23527</b>	<b>HISPANIC</b>	<b>SPAN 1260</b>	<b>OVERVIEW OF SPANISH LITERATURE</b>		
	Meets Reqs: LIT	TTh	11:00 AM to 12:15 PM	CL 135	3 Credits

This course is designed for Spanish majors who have completed SPAN 0020 and/or SPAN 0025 or can demonstrate an equivalent level of proficiency. The course will provide a broad overview of Spanish literature from the Middle Ages to the present, covering Spanish achievements in the arts as well. Texts, works of art, and films, will be studied particularly in relation to how we can read 'Spain' through Spanish art and literature, and to what extent the 'idea of Spain' emerges from its own literary culture. Prerequisite(s): PREQ: SPAN 0055 (Min Grade C) Check with the department on how often this course is offered.

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<b>25061</b>	<b>HISPANIC</b>	<b>SPAN 1315</b>	<b>BUSINESS SPANISH</b>		
		MW	03:00 PM to 04:15 PM	CL 129	3 Credits

Spanish for Business was created especially for business students, MBA candidates, and young professionals studying at University of Pittsburgh and looking to build their resumes and enhance their Spanish with specific, fundamental, and relevant Spanish for the Business world. This is a customized Spanish Course focusing on Peninsular and Latin American Business practices. In addition, it will introduce advanced business terminology and usage. This class will be conducted in a seminar form throughout the semester, with a strong focus on speaking, listening, writing, and reading practice at the advanced level. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE Check with the department on how often this course is offered. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE C for Listed Courses) Check with the department on how often this course is offered.

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<b>19201</b>	<b>HISPANIC</b>	<b>SPAN 1323</b>	<b>MEDICAL SPANISH</b>		Cubas-Mora, Maria Felisa
		TTh	06:00 PM to 07:15 PM	CL 129	3 Credits

This course provides a thorough analysis of the linguistic problems in teaching Spanish to speakers of English with particular emphasis on problems of interference by transfer from the native to the target language. Contrastive analysis will be used as a method of problem solving. Study of grammar (morphology and syntax), with attention to certain techniques in foreign language teaching, will be covered. Several workshops will focus on specific areas of Spanish Applied Linguistics useful for teachers as well as for learners of Spanish. Prerequisite(s): PREQ: [SPAN 0020 and 0025 (MIN GRADE 'C' for Listed Courses) PLAN: Spanish (BA, BPH)] or [SPAN 0020 or 0025 (MIN GRADE 'C' for Listed Courses) PLAN: Spanish Check with the department on how often this course is offered. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE C for Listed Courses) Check with the department on how often this course is offered. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE C for Listed Courses) Check with the department on how often this course is offered.

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<b>10584</b>	<b>HISPANIC</b>	<b>SPAN 1902</b>	<b>DIRECTED STUDY</b>		
			12:00 AM to 12:00 AM	TBA	1 - 6 Credits

Students should consult a departmental advisor before registering for this course.

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<b>29340</b>	<b>HISPANIC</b>	<b>SPAN 2410</b>	<b>DISCOVERY AND CONQUEST</b>		Lamana, Gonzalo
		W	03:00 PM to 06:00 PM	CL 136	3 Credits

This course examines the different narratives, epistemologies, and politics prevalent during the emergence Europe as center of the modern world-what is often called, the period of discovery and conquest. During this process were laid out Latin American societies and cultures, including many of the contradictions that characterize them today. After going over some introductory theoretical readings, the course examines three sets of textual corpuses. First, the evolution of Spanish texts as their writers faced the challenges of narrating discovery, cultural contact, conquest, and colonization. We will examine the tropes of the master imperial narrative as well as its moments of hesitation and open critique. Second, the emergence of a new mestizo consciousness that expressed itself in the work of indigenous intellectuals. We will see how their texts contested Spanish claims of mastery, at times strategically appropriating epistemological certainties of the master narrative, at time using elements of Spaniards critical of Spanish colonialism, and at times deploying alternative (native) epistemologies. Third, the context within which Spaniards and Amerindians produced their contesting texts: the slow emergence of England as a competing imperial power. In particular, we will study the way in which early English colonial narratives struggled to make Englishmen different from, and superior to, Spaniards. Although the course focuses on the colonial period, much of what we'll be discussing has its contemporary echoes in Latin America, and establishing past/present connections is part of its goal.

<b>29034</b>	<b>HISPANIC</b>	<b>SPAN 2465</b>	<b>SEMINAR: 20TH CENTURY TOPICS</b>	Sotomayor,Aurea Maria 3 Credits
		M	05:00 PM to 07:25 PM CL 137	
Beginning with an emphasis on several poetry critics and philosophers, we will inquire into the nature of poetry as a genre, and its specific relation with the reader. Heidegger, Benjamin, Nancy, Agamben and Lacou-Labarthe will be examined in order to trace the relation between aesthetics and politics, regarding, among other issues, World War II. Another examination concerns the practice and ethics of several Latin American and Caribbean poets regarding irony, poetic voice and lyric poetry. The theories of Octavio Paz and Tamara Kamenszain, among others, will be another perspective to consider when establishing a dialogue about poetry and its impact in our world, and other arts, such as the visual arts and music. The course will underline what to expect when reading a poem at different levels.				
<b>10585</b>	<b>HISPANIC</b>	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b>	Lamana,Gonzalo 1 - 3 Credits
			12:00 AM to 12:00 AM TBA	
This course provides students with a foundation in second language (L2) acquisition research. It examines theories and research in L2 acquisition and teaching practices as well as the individual factors that affect the relative success in L2 learning. This course will look at how different methodologies have approached the teaching-learning practice. As a practical component, students will have the opportunity to practice different teaching methodologies.				
<b>26684</b>	<b>HISPANIC</b>	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b>	Sotomayor,Aurea Maria 1 - 3 Credits
			12:00 AM to 12:00 AM TBA	
This course provides students with a foundation in second language (L2) acquisition research. It examines theories and research in L2 acquisition and teaching practices as well as the individual factors that affect the relative success in L2 learning. This course will look at how different methodologies have approached the teaching-learning practice. As a practical component, students will have the opportunity to practice different teaching methodologies.				
<b>26685</b>	<b>HISPANIC</b>	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b>	Monasterios,Elizabeth 1 - 3 Credits
			12:00 AM to 12:00 AM TBA	
This course provides students with a foundation in second language (L2) acquisition research. It examines theories and research in L2 acquisition and teaching practices as well as the individual factors that affect the relative success in L2 learning. This course will look at how different methodologies have approached the teaching-learning practice. As a practical component, students will have the opportunity to practice different teaching methodologies.				
<b>26686</b>	<b>HISPANIC</b>	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b>	Balderston,Daniel E 1 - 3 Credits
			12:00 AM to 12:00 AM TBA	
This course provides students with a foundation in second language (L2) acquisition research. It examines theories and research in L2 acquisition and teaching practices as well as the individual factors that affect the relative success in L2 learning. This course will look at how different methodologies have approached the teaching-learning practice. As a practical component, students will have the opportunity to practice different teaching methodologies.				
<b>26687</b>	<b>HISPANIC</b>	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b>	Branche,Jerome Clairmont Alan 1 - 3 Credits
			12:00 AM to 12:00 AM TBA	
This course provides students with a foundation in second language (L2) acquisition research. It examines theories and research in L2 acquisition and teaching practices as well as the individual factors that affect the relative success in L2 learning. This course will look at how different methodologies have approached the teaching-learning practice. As a practical component, students will have the opportunity to practice different teaching methodologies.				
<b>26688</b>	<b>HISPANIC</b>	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b>	Duchesne-Winter,Juan Ramon 1 - 3 Credits
			12:00 AM to 12:00 AM TBA	
This course provides students with a foundation in second language (L2) acquisition research. It examines theories and research in L2 acquisition and teaching practices as well as the individual factors that affect the relative success in L2 learning. This course will look at how different methodologies have approached the teaching-learning practice. As a practical component, students will have the opportunity to practice different teaching methodologies.				
<b>26689</b>	<b>HISPANIC</b>	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b>	1 - 3 Credits
			12:00 AM to 12:00 AM TBA	
This course provides students with a foundation in second language (L2) acquisition research. It examines theories and research in L2 acquisition and teaching practices as well as the individual factors that affect the relative success in L2 learning. This course will look at how different methodologies have approached the teaching-learning practice. As a practical component, students will have the opportunity to practice different teaching methodologies.				
<b>28511</b>	<b>HISPANIC</b>	<b>SPAN 3000</b>	<b>PHD DISSERTATION</b>	Sotomayor,Aurea Maria 1 - 12 Credits
			12:00 AM to 12:00 AM TBA	
Students should consult with departmental advisor before registering for this course.				
<b>28855</b>	<b>HISPANIC</b>	<b>SPAN 3000</b>	<b>PHD DISSERTATION</b>	Monasterios,Elizabeth 1 - 12 Credits
			12:00 AM to 12:00 AM TBA	

Students should consult with departmental advisor before registering for this course.					
<b>29082</b>	<b>HISPANIC</b>	<b>SPAN 3000</b>	<b>PHD DISSERTATION</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Balderston, Daniel E 1 - 12 Credits
Students should consult with departmental advisor before registering for this course.					
<b>29115</b>	<b>HISPANIC</b>	<b>SPAN 3000</b>	<b>PHD DISSERTATION</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Duchesne-Winter, Juan Ramon 1 - 12 Credits
Students should consult with departmental advisor before registering for this course.					
<b>10587</b>	<b>HISPANIC</b>	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Balderston, Daniel E 1 - 3 Credits
Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.					
<b>26690</b>	<b>HISPANIC</b>	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Sotomayor, Aurea Maria 1 - 3 Credits
Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.					
<b>26691</b>	<b>HISPANIC</b>	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Balderston, Daniel E 1 - 3 Credits
Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.					
<b>26692</b>	<b>HISPANIC</b>	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Branche, Jerome Clairmont Alan 1 - 3 Credits
Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.					
<b>26693</b>	<b>HISPANIC</b>	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Duchesne-Winter, Juan Ramon 1 - 3 Credits
Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.					
<b>26694</b>	<b>HISPANIC</b>	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Monasterios, Elizabeth 1 - 3 Credits
Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.					
<b>26695</b>	<b>HISPANIC</b>	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	1 - 3 Credits
Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.					
<b>11402</b>	<b>HISPANIC</b>	<b>SPAN 3990</b>	<b>PHD INDEPENDENT STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Lamana, Gonzalo 1 - 3 Credits
Students should consult departmental advisor before registering for this course.					
<b>28650</b>	<b>HISPANIC</b>	<b>SPAN 3990</b>	<b>PHD INDEPENDENT STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Duchesne-Winter, Juan Ramon 1 - 3 Credits
Students should consult departmental advisor before registering for this course.					
<b>29638</b>	<b>HIST</b> Meets Reqs: HS	<b>HIST 0089</b> W	<b>MAGIC, MEDICINE AND SCIENCE</b> 06:00 PM to 08:30 PM	<b>CL 144</b>	3 Credits
This course is a partial survey of some important strands in the Western intellectual history. We will start with ancient Greek speculations in cosmology, philosophy, and medicine. Then we will look at some important subsequent developments in these areas and how they were influenced by the Greek tradition. These include, among other topics, the magical tradition that flourished during the Renaissance period. The latter half of the course will focus on the profound intellectual transformations in the 17th century which constitute what we often call The Scientific Revolution. The great scientific achievements of figures such as Descartes, Kepler, Galileo, and Newton will be discussed in detail. Overall, this course is meant to provide a broad picture of some of the most important elements in the Western intellectual tradition and their interactions in history.					
<b>19238</b>	<b>HIST</b> Meets Reqs: HS	<b>HIST 0089</b> T	<b>MAGIC, MEDICINE AND SCIENCE</b> 06:00 PM to 08:30 PM	<b>LAWRN 205</b>	3 Credits

This course is a partial survey of some important strands in the Western intellectual history. We will start with ancient Greek speculations in cosmology, philosophy, and medicine. Then we will look at some important subsequent developments in these areas and how they were influenced by the Greek tradition. These include, among other topics, the magical tradition that flourished during the Renaissance period. The latter half of the course will focus on the profound intellectual transformations in the 17th century which constitute what we often call The Scientific Revolution. The great scientific achievements of figures such as Descartes, Kepler, Galileo, and Newton will be discussed in detail. Overall, this course is meant to provide a broad picture of some of the most important elements in the Western intellectual tradition and their interactions in history.

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<b>2655</b>	<b>HIST</b>	<b>HIST 0100</b>	<b>WESTERN CIVILIZATION 1</b>	Archibald,Elizabeth Pitkin
	Meets Reqs: HS REG	MW	10:00 AM to 10:50 AM	LAWRN 107
				3 Credits

This course examines cultural transformations from the ancient world through the 17th century. Drawing on a broad range of sources in order to examine social, political, economic, religious, artistic, and intellectual developments, we will consider the interpretation of historic materials and the role of the historian.

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<b>10002</b>	<b>HIST</b>	<b>HIST 0101</b>	<b>WESTERN CIVILIZATION 2</b>	Hammond,Leslie Ann
	Meets Reqs: HS REG	TTh	11:00 AM to 11:50 AM	PUBHL
				A115
				3 Credits

This course will introduce students to the general trends and issues of Western European history from the Scientific Revolution to the Cold War. It will be organized around such broad questions as, what is civilization?, what is the role of the individual in society and politics?, what is human nature?, and, is there progress in history? The readings will be geared toward primary sources from Hobbes and Locke through Marx, Mill, Conrad and Kennan. As students explore, interpret, discuss and write about these sources, they will become familiar with the task of the historian. The course grade is based on class participation, quizzes, a midterm and the final.

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<b>11807</b>	<b>HIST</b>	<b>HIST 0125</b>	<b>RELIGIONS OF THE WEST</b>	Kane,Paula M
	Meets Reqs:	TTh	09:30 AM to 10:45 AM	VICTO 117
	HS COM			3 Credits

This course is a historical introduction to the religious traditions that developed in ancient Near East and the Mediterranean. Our major emphasis is on the history of the religious traditions that emerged in late antiquity in this area and which continue to be major world religions: Judaism, Christianity, Islam, and Zoroastrianism. We focus on key concepts, historical developments, and contemporary issues. Throughout the course, we also examine interactions among these religious traditions. In the last part of the course we examine the issue of globalization and the spread of these religions around the world as well as the presence of "non-Western" religion in the "West." The course also serves as an introduction to the academic study of religion and provides a foundation for further coursework in Judaism, Christianity, and Islam. No prior knowledge of any of the religions studied is expected or assumed.

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<b>26607</b>	<b>HIST</b>	<b>HIST 0125</b>	<b>RELIGIONS OF THE WEST</b>	
	Meets Reqs:	MWF	11:00 AM to 11:50 AM	CL 332
	HS COM			3 Credits

This course is a historical introduction to the religious traditions that developed in ancient Near East and the Mediterranean. Our major emphasis is on the history of the religious traditions that emerged in late antiquity in this area and which continue to be major world religions: Judaism, Christianity, Islam, and Zoroastrianism. We focus on key concepts, historical developments, and contemporary issues. Throughout the course, we also examine interactions among these religious traditions. In the last part of the course we examine the issue of globalization and the spread of these religions around the world as well as the presence of "non-Western" religion in the "West." The course also serves as an introduction to the academic study of religion and provides a foundation for further coursework in Judaism, Christianity, and Islam. No prior knowledge of any of the religions studied is expected or assumed.

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<b>23629</b>	<b>HIST</b>	<b>HIST 0150</b>	<b>HISTORY OF MODERN IRELAND</b>	Novosel,Anthony Stephen
	Meets Reqs: HS REG	Th	06:00 PM to 08:25 PM	WWPH 3415
				3 Credits

A good friend in Belfast once told me, 'People here [Ireland] don't know history. They know their 'inherited histories.' These 'inherited histories' present us with either a morality play between the native Irish and 'perfidious Albion' (England), while another tells us that this is a conflict between the Protestants who settled in Ireland in the 17th Century and the native Irish. Or sometimes the tale told combines elements of both. Which of these 'histories' is correct? Is one and not the other right? Are they all true? Is Irish history a 'tragedy' because, as William Money Penny wrote (1911) it is a conflict 'between two rights'? Confused? Well, you are not alone! Therefore, your task, should you choose to accept it, will be to analyze and critique the 'inherited histories' that exist in Ireland concerning the period from Cromwell to 1916. In particular, you will investigate the Cromwellian period beyond the two dimensional caricature presented in many accounts and analyze this period as the one that set in motion the development of Irish Republicanism in 1798 and eventually led to the Easter Rising of 1916. You will also analyze the 'inherited histories' the Great Hunger (The potato famine) and then the academic work on this period, to determine what happened in Ireland and why. There are no prerequisites for this class. All majors from freshmen to seniors welcome! Just come armed with curiosity and a spirit of adventure!

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<b>18049</b>	<b>HIST</b>	<b>HIST 0187</b>	<b>WORLD WAR II-EUROPE</b>	Hammond,Leslie Ann
	Meets Reqs: HS REG	TTh	09:00 AM to 09:50 AM	CL 324
				3 Credits

The course will open with a detailed consideration of the context and causes of World War II, including World War I, the Versailles Treaty, and the Great Depression. We will discuss the determinants of Hitler's rise to power and of German expansionism in the 1930's. We will examine the military struggle of World War II, but such topics as economic mobilization, propaganda, occupation policies, resistance movements and the Holocaust also receive significant attention. The course concludes with an analysis of war-time diplomacy, the postwar settlement, and the onset of the Cold War.

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<b>29678</b>	<b>HIST</b>	<b>HIST 0675</b>	<b>WITCHES TO WALDEN POND</b>	Kane,Paula M
	Meets Reqs: HS	TTh	01:00 PM to 02:15 PM	LAWRN 106
				3 Credits

This course is the first half of a two-part survey of American religious history. We focus on the colonial era of Spanish, French, and English colonization of America through the Civil War. While following the Puritan "mainstream" of New England, we also study Afro-American and immigrant traditions, religious reformers and radicals, highlighting how religious and social beliefs from 1600 to 1865 both reflected and shaped gender, racial, economic, and political change.

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<b>11330</b>	<b>HIST</b>	<b>HIST 0678</b>	<b>US AND THE HOLOCAUST</b>	Burstin,Barbara Stern
	Meets Reqs: HS	TTh	01:00 PM to 02:15 PM CL 252	3 Credits

In recent years more and more attention has been focused on the Nazi regime and its policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but pay attention to American policy and American policy makers such as Franklin Roosevelt in the 1930's and 40's and look at those factors which influenced America's reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet a survivor or child of a survivor of the camps. No prerequisite is required.

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<b>10494</b>	<b>HIST</b>	<b>HIST 0678</b>	<b>US AND THE HOLOCAUST</b>	Burstin,Barbara Stern
	Meets Reqs: HS	TTh	02:30 PM to 03:45 PM CL 204	3 Credits

In recent years more and more attention has been focused on the Nazi regime and its policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but pay attention to American policy and American policy makers such as Franklin Roosevelt in the 1930's and 40's and look at those factors which influenced America's reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet a survivor or child of a survivor of the camps. No prerequisite is required.

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<b>18978</b>	<b>HIST</b>	<b>HIST 0700</b>	<b>WORLD HISTORY</b>	Holstein,Diego
	Meets Reqs: HS IFN GLO	T	06:00 PM to 07:50 PM LAWRN 104	3 Credits

This course is an introductory survey of world history starting from the human global migration out of Africa and up to the current global age. The course presents developments that impacted on humanity as a whole, such as climate changes, environmental issues, and plagues; patterns of development recurrent in different places of the world, including the emergence of agriculture, cities, and states; processes that brought different societies in contact, for example trade, migration, conquest, and cultural diffusion; and emphasizes the processes through which the entire world became interconnected resulting in a globalized world as we know it today.

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<b>29646</b>	<b>HIST</b>	<b>HIST 0700</b>	<b>WORLD HISTORY</b>	
	Meets Reqs: HS IFN GLO	TTh	11:00 AM to 12:15 PM CL 230	3 Credits

This course is an introductory survey of world history, by which is meant an overview of major processes and interactions in the development of human society since the development of agriculture some 10,000 years ago. It is a selective overview, emphasizing large-scale patterns and connections in political, social, cultural, technological, and environmental history, yet it also provides balance among regions of the world. It encourages students to apply historical techniques to issues of their own interest.

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<b>28270</b>	<b>HIST</b>	<b>HIST 0700</b>	<b>WORLD HISTORY</b>	
	Meets Reqs: HS IFN GLO	TTh	01:00 PM to 02:15 PM EBERL 228	3 Credits

This course is an introductory survey of world history, by which is meant an overview of major processes and interactions in the development of human society since the development of agriculture some 10,000 years ago. It is a selective overview, emphasizing large-scale patterns and connections in political, social, cultural, technological, and environmental history, yet it also provides balance among regions of the world. It encourages students to apply historical techniques to issues of their own interest.

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<b>28450</b>	<b>HIST</b>	<b>HIST 0700</b>	<b>WORLD HISTORY</b>	
	Meets Reqs: HS IFN GLO	TTh	04:00 PM to 05:15 PM CL 337	3 Credits

This course is an introductory survey of world history, by which is meant an overview of major processes and interactions in the development of human society since the development of agriculture some 10,000 years ago. It is a selective overview, emphasizing large-scale patterns and connections in political, social, cultural, technological, and environmental history, yet it also provides balance among regions of the world. It encourages students to apply historical techniques to issues of their own interest. This course is likely to change; please consult the department for details.

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<b>29647</b>	<b>HIST</b>	<b>HIST 0700</b>	<b>WORLD HISTORY</b>	Warsh,Molly Annis
	Meets Reqs: HS IFN GLO	MW	03:00 PM to 04:15 PM CL 239	3 Credits

This course is an introductory survey of World History, by which is meant an overview of major processes and interactions in the development of human society since the development of agriculture some 10,000 years ago. It is a selective overview, emphasizing large-scale patterns and connections in political, social, cultural, technological, and environmental history, yet it also provides balance among regions of the world. It encourages students to apply historical techniques to issues of their own interest.

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<b>29648</b>	<b>HIST</b>	<b>HIST 0712</b>	<b>A GLOBAL HISTORY OF TERRORISM</b>	Hagerty,Bernard George
	Meets Reqs: HS GLO	MW	10:00 AM to 10:50 AM CRAWF 169	3 Credits

This course will acquaint students with the remarkably long, diverse and widespread use of strategies of terror to advance political, economic, religious and social agendas. Our analysis will focus upon terror from below, that is terror by nonstate actors; will range from ancient Greece to the present; and will touch upon every inhabited continent. Using examples from many societies, we will discover that the human motivations for terrorist acts have changed little, but that their expression has changed a great deal, from the days of the Spartacus slave revolt, to the calculated terror of the Algerian revolution, to the media-centered "madmen strategy" of al-Gaeda and ISIS. Our organization will be roughly chronological, and will be combined with a typology of different kinds of terrorism. This inherently comparative approach will enable us to make this a true world history course, moving with ease from place to place, movement to movement, while still having a solid temporal and analytical framework to keep the material coherent.

<b>18047</b>	<b>HIST</b>	<b>HIST 1000</b>	<b>CAPSTONE SEMINAR</b>	Hagerty, Bernard George
	Meets Reqs: W	T	06:00 PM to 08:25 PM	WWPH 3501 3 Credits

This seminar will be an exercise in comparative history--in particular, an examination of the "special relationship" between Britain and the United States. We will look at political, diplomatic and cultural ties between the two nations in the 20<sup>th</sup> century, ranging from the American "occupation" of Britain during World War Two to the Beatles and the British Invasion of the 1960s to popular and journalistic impressions held of each country in the other. We will read some primary sources, especially newspapers, speeches and memoirs, but mostly will read several of the very good books published on the subject.

<b>11538</b>	<b>HIST</b>	<b>HIST 1001</b>	<b>INTRODUCTORY SEMINAR</b>	Smith, Randy Scott
	Meets Reqs: W	W	12:00 PM to 02:25 PM	WWPH 3700 3 Credits

One of the most familiar, but least understood, groups in American history are the Puritans who settled New England in the 17th century. This course introduces students to the ways historians work by allowing them to address key questions regarding the unique identity of the New England Puritans. Students will be encouraged to develop their own assessment of the Puritan social, political, economic and religious legacy. Due to their intellectual sophistication and commitment to creating a godly society in the North American wilderness, New England's Puritans were almost constantly engaged in theological, social, political and economic controversies. These controversies, their commitment to scripture, and their high level of literacy, created a substantial paper trail. Due to both their stature in American history, and this wealth of documentation, the Puritan legacy has been hotly contested since the earliest generation of American historians. Through primary documents and secondary literature students will analyze not only the nature of Puritan New England, but also how it has been perceived by various generations of historians. Students will become part of this historical debate by writing several short analytical papers using primary and secondary documents and discussing their findings in class discussions and debates.

<b>17330</b>	<b>HIST</b>	<b>HIST 1001</b>	<b>INTRODUCTORY SEMINAR</b>	Hammond, Leslie Ann
	Meets Reqs: W	M	01:00 PM to 03:25 PM	WWPH 3700 3 Credits

This course will explore the sense of crisis, despair, doom and opportunity that defined the fin-de-siecle in Western Europe. It will look at topics such as empire, politics, economics, cultural commentary, art, literature, the emergence of new academic disciplines, and the development of new schools of thought at the end of the nineteenth century and beginning of the twentieth. As it engages these problems of Modernism, it will introduce students to philosophies and methodologies of History and it will explore different genres of writing within the discipline. It will provide students the opportunity to conduct research and write short-to-medium length papers on topics within the history of European Modernism.

<b>30485</b>	<b>HIST</b>	<b>HIST 1044</b>	<b>TWO CENTURIES DEMOCRATIZATION</b>	Markoff, John
		TTh	04:00 PM to 05:15 PM	VICTO 229 3 Credits

Today democracy is in trouble in many countries. A generation ago, many people thought democracy was triumphing all over the world. Now things look a lot less certain. How can we understand the problems of the current moment, not just in the US but on every continent? Over the past several centuries people refashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. Social movements played major roles in these big developments. This happened in several big waves involving many places at the same time. The latest such wave began in western Europe in the mid-1970's, picked up steam in South America in the 1980's, included the overthrow of Communist regimes in Eastern Europe at the end of that decade, and embraced Asian and African countries as well. After past democratic waves, powerful antidemocratic forces emerged and pushed back, only to be pushed back in turn by renewed democratic advances. We will look closely at these large struggles of democratic and antidemocratic forces to give us new perspectives on the processes, prospects and perils of the current moment.

<b>30524</b>	<b>HIST</b>	<b>HIST 1046</b>	<b>NATIONALISM</b>	
		TTh	01:00 PM to 02:15 PM	OEH 300 3 Credits

This course examines the history of nationalism, the making of ethnicity, and the nation-state. The course provides an overview of theoretical approaches, applicable both to historical and to more recent nationalist challenges in Europe. We will place particular emphasis on changing national and regional identities in Europe, comparing the development of nationalism in Western European countries such as France or Germany with Eastern European developments in the Russian and Habsburg Empires and its successor states. The course examines the wave of ethnic nationalism in Eastern Europe after the dissolution of Yugoslavia and the Soviet Union. Finally, we will explore new trends of populist nationalism and the rise of right-wing nationalist extremism in the wake of the refugee crisis and Brexit. Pre-knowledge in European history is advantageous but not required. This class can be taken by students of all levels, including First-Year students.'

<b>29654</b>	<b>HIST</b>	<b>HIST 1060</b>	<b>THE GLOBAL HISTORY OF PIRACY</b>	Warsh, Molly Annis
	Meets Reqs: HS IFN GLO	MW	11:00 AM to 11:50 AM	LAWRN 107 3 Credits

This course is an exploration of the global history of piracy. Using primary historical documents (written by and about pirates) as well as the accounts of modern historians, we will discuss a range of topics such as the role of piracy in the building of empires, the struggles of merchants and their allies to eradicate piracy through bloody campaigns of capital punishment, and the meanings of the pirate as represented in popular culture through the ages.

<b>29658</b>	<b>HIST</b>	<b>HIST 1108</b>	<b>COMPARATIVE EUROPEAN HISTORY</b>	
	Meets Reqs: HS COM	TTh	09:30 AM to 10:45 AM	CL 253 3 Credits

Migration has shaped the European landscape for centuries. In this course we will deal with migration in Europe's past and present, from the early modern period until today, with a special focus on Germany and its neighbors. In the seventeenth century, German sovereigns invited persecuted Huguenots from France to settle in their territories. In the nineteenth century, hundreds of thousands of Europeans left for the Americas for either economic or political reasons. The twentieth and twenty-first centuries saw a veritable mass migration into Western Europe. In the 1940s, millions of ethnic Germans had to leave their homelands in Eastern Europe, resettling in the West. In the 1960s and 1970s, so-called guest workers migrated into Western European countries, thoroughly changing the cultural landscape. The recent arrival of hundreds of thousands of refugees is thus only the latest example of a long tradition in the continent's history. In class, we will not only focus on people's motivations to resettle. We will also look for similarities and differences while comparing historical events with the situation in Europe today. Pre-knowledge in European history is advantageous but not required. This class can be taken by students of all levels, including First-Year students.

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<b>29659</b>	<b>HIST</b>	<b>HIST 1110</b>	<b>MEDIEVAL HISTORY 1</b>	Archibald, Elizabeth Pitkin
	Meets Reqs: HS REG	MW	03:00 PM to 04:15 PM	LAWRN 107 3 Credits

Survey course in the social, political, economic and religious history of Europe from the Diocletian reforms to the year one thousand. Special attention to interpreting the primary documents and to integrating various areas of activity (e.g. economic and religious). Focus on France, England, Germany, and Italy.

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<b>11023</b>	<b>HIST</b>	<b>HIST 1123</b>	<b>MODERN BRITAIN</b>	Whitehead, Jeffrey Robert
	Meets Reqs: HS		12:00 AM to 12:00 AM	TBA 3 Credits

This course is offered through Study Abroad Program. For details, see Study Abroad Program of the A&S Undergraduate Dean's Office.

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<b>30315</b>	<b>HIST</b>	<b>HIST 1124</b>	<b>NORTHERN IRELAND</b>	Novosel, Anthony Stephen
	Meets Reqs: HS REG	W	06:00 PM to 08:25 PM	WWPH 3415 3 Credits

In 2012 when a former member of the Irish Republican Army and a former Ulster Volunteer Force prisoner met with University of Pittsburgh students in Belfast the opening of the conversation went like this: Ex-prisoners: 'You've been in Belfast for 2 weeks now and met with many people on both sides of the divide. Do you understand the conflict any better now?' Pitt students: 'No. We are more confused now than when we got here.' Ex-prisoners: 'Good! You've learned something.' Contradictory? Confusing? Counter-intuitive? Nonsensical? Intriguing? All of the above? If you say, 'all of the above' then you will find this class 'intriguing' because what you will do is move beyond the easy and simple 'inherited histories' that many people have of the modern conflict in Ireland. How will you do this? In this class, you will 1. Launch an investigation into the roots of the 'modern' conflict (1969-1994) 2. Determine who the antagonists were and why they fought 3. Analyze the nature of the conflict and examine why it was so vicious and 'dirty.' 4. Then analyze how those who fought the 'war' in Northern Ireland, both loyalist and republican, ended the shooting war. By the end, you will come to realize that history is rarely black and white and that there are many shades of grey when studying history. There are no formal prerequisites. Just bring a willingness to learn, to challenge your own beliefs (That does not mean you have to change them.) and to engage actively in the study of Ireland/Northern Ireland.

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<b>29660</b>	<b>HIST</b>	<b>HIST 1131</b>	<b>THE RISE OF THE GERMAN EMPIRE</b>	Thum, Gregor
	Meets Reqs: HS REG	MW	03:00 PM to 04:15 PM	LAWRN 232 3 Credits

This is a lecture and discussion course on modern German history, from the French Revolution to the end of the First World War. This course focuses on the main political trends and their significance for Germany, such as the rise of the national movements in Europe, the establishment of the nation-state, and the peak of imperialism. Considerable attention is given to the evolution of German society and its political, economic and cultural life.

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<b>29662</b>	<b>HIST</b>	<b>HIST 1164</b>	<b>SMALL COUNTRIES &amp; THE EU</b>	Hagerty, Bernard George
	Meets Reqs: HS COMREG	TTh	03:00 PM to 04:15 PM	CL 242 3 Credits

This course focuses on the modern history of three representative small countries of the European Union--Denmark, Latvia and Greece--and upon their relationships with larger countries of the EU, and with the European Union as a whole. We will look at the long process, beginning in the 19th century, which brought each country to its present state, and at each one's current condition and problems as a member of the EU. We will use this knowledge to generalize the experience of all the 21 small countries of the EU, and to critique current models of governance and power in the European Union.

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<b>22738</b>	<b>HIST</b>	<b>HIST 1190</b>	<b>MEDIEVAL GOVERNMENT &amp; SOCIETY</b>	Greenberg, Janelle
	Meets Reqs: HS REG	TTh	02:30 PM to 03:45 PM	CL 337 3 Credits

In this class we study the origins of constitutionalism in the Western world, in particular, due process, limited government, the rule of law, representative institutions, and individual rights. As unlikely as it sounds, we will find these origins, along with the basic tenets of the modern democratic polity, in the decidedly undemocratic Middle Ages. Our story begins with the emergence of the three bodies of law upon which the Western legal tradition was built, namely, Roman law, canon law, and English common law. The narrative includes forays into cultural history, for example, the emergence of universities where Roman law and canon law were taught and studied; political history, such as the emergence of the medieval 'state,' the quarrels between popes and kings and kings and their nobility; and finally intellectual history, in particular, the political and legal ideas that constitute 'the mental furniture of the mind,' those notions of justice, law, and reason that were axiomatic and against which sovereigns and subjects were measured. Readings will include excerpts from law codes, the writings of the theorists such as Thomas Aquinas, and works such as Magna Carta. Our work will go forward on the basis of discussions and lectures. Much class time will be spent in small groups, where students are divided up and assigned a particular primary source to dissect and present to the class. In this way we will constitute a community of scholars who work together in a common intellectual endeavor, one that introduces us to some of the most significant texts in the history of Western constitutionalism. There are no course requirements for Medieval Law and Government.

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<b>29666</b>	<b>HIST</b>	<b>HIST 1385</b>	<b>EUROPE SINCE 1945</b>	Thum, Gregor
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Meets Reqs: MW 10:00 AM to 10:50 AM LAWRN 104 3 Credits  
 HS IFN COMREG

This survey course introduces the history of postwar Europe. After shedding light on Europe's dire situation at the end of the Second World War, the course explores the profound political, social, economic and cultural transformation that turned the war-torn and crisis-ridden continent into a region of exceptional prosperity, stability, and peace. Among the themes discussed are the postwar reconstruction, Europe's division in east and west during the Cold War, Americanization and Sovietization, the process of European integration, the student rebellions of 1968, Eastern Europe's revolutions of 1989, the German reunification in 1990 and its consequences for Europe as a whole, and the changing values of European societies in response to Europe's dramatic twentieth-century history.

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<b>22750</b>	<b>HIST</b> Meets Reqs: HS REG	<b>HIST 1775</b> TTh	<b>ORIGINS OF CHRISTIANITY</b> 02:30 PM to 03:45 PM CL 324	Denova,Rebecca I 3 Credits
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This course presents an historical-critical investigation of Christian origins. Special attention is paid to varieties of 1st century Hellenistic and Palestinian Judaism within the Greco-Roman world. Primary readings include selected Biblical passages and apocrypha, 1st century historians and philosophers (Josephus, Tacitus, Suetonius, and Philo), the New Testament corpus (including Paul and the Pastorals), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.

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<b>19579</b>	<b>HIST</b> Meets Reqs: HS REG	<b>HIST 1783</b> MWF	<b>GREEK HISTORY</b> 10:00 AM to 10:50 AM CL 324	Jones,Nicholas F 3 Credits
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This course will survey the history of ancient Greece from the Minoan civilization in the second millennium BC to the end of the Classical Period in the 4th century BC. We will investigate the major political, intellectual, economic and social factors that contributed to the nature and development of Greek history. We will pay particular attention to the Golden Age of Athens in the 5th century BC and its relations with the Persian Empire, Sparta and the other Greek city-states. Also, we will look at the many political and cultural institutions that combined to make this age unique. Finally, the course will close with the Greek's efforts to cope with the rising power of Macedon.

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<b>24990</b>	<b>HISTH</b> Meets Reqs: HS	<b>HIST 1083</b> TTh	<b>HISTORY OF SPORTS</b> 09:30 AM to 10:45 AM CL 317	Ruck,Robert 3 Credits
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The University Honors College History of Sports course focuses on the emergence and evolution of sport during the twentieth and twenty-first centuries. It looks at the changing nature and meaning of sport, tackling why and how sport evolved from a community pastime to today's corporate money ball, what sport has meant to people in different societies and epochs, and what roles race, gender, and the media have played in sport. It will also look at the global consequences of sport's current model-that of global capitalism-on youth, play, and the meaning of sport. It will do so by looking at baseball academies in the Caribbean, football academies in Africa and Europe, junior hockey in Canada, and high school basketball and football in the United States and the South Pacific. The seminar format permits greater student involvement, research opportunities, and participation/discussion. The course asks you to address these questions and topics in seminar sessions as well as in writing about them. No prerequisites but come ready to explore.

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<b>22739</b>	<b>HISTH</b> Meets Reqs: HS REG	<b>HIST 1191</b> W	<b>ENGLISH ORIGINS OF AMERCN LAW</b> 02:00 PM to 04:25 PM WWPH 3501	Greenberg,Janelle 3 Credits
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This course examines the origins and development of English law and legal institutions from c. 1000 to c. 1700, with a view toward understanding the foundations of the American legal system. Keeping in mind that law is shaped by social, economic, religious and political considerations, we attempt to answer the vital question, "How, and by what processes, did English society solve certain problems with which all societies must eventually cope?" In answering this question we will be concerned with the various mechanisms for resolving legal disputes (e.g., trial by jury, the common law writ system, proof and evidence); rights in land and personal property; and legal relationships between people (e.g., contract, marriage). In addition, we will deal with certain issues in English constitutional law (e.g., the rule of law, ideas of legal sovereignty). Students are expected to read assigned material and to attend lectures.

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<b>10742</b>	<b>HPS</b> Meets Reqs: REG	<b>HPS 0427</b> W	<b>MYTH AND SCIENCE</b> 06:00 PM to 08:30 PM CL 332	3 Credits
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How can we understand our world? In western culture, science dominates all our answers to this question. But there are other ways. They can be found in the mythologies of ancient and modern peoples. This course will compare the scientific and mythological ways of seeing the world and their more subtle connections. In particular, we will turn to the remarkable events in Ancient Greece of 800-400 B.C. and discover how the scientific approach actually grew slowly out of mythological thought itself.

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<b>17948</b>	<b>HPS</b> Meets Reqs: PH HS	<b>HPS 0430</b> TTh	<b>GALILEO &amp; CREATN MDRN SCIENCE</b> 11:00 AM to 12:15 PM CL 149	Palmieri,Paolo 3 Credits
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The Italian physicist and astronomer Galileo Galilei (1564-1642) was the decisive figure in the rise of modern science. First, he ushered in a new era in astronomy when he aimed a 30-powered telescope at the sky in 1610. Second, he revolutionized the concept of science when he argued that the book of nature is written in the language of mathematics. Finally, he astounded the theologians, who eventually condemned him to life imprisonment, when he claimed that the scientist's search for the truth cannot be constrained by religious authority. This course will study Galileo in the broader intellectual, social, and religious context of early modern Europe.

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<b>29513</b>	<b>HPS</b> Meets Reqs: HS	<b>HPS 0515</b> W	<b>MAGIC, MEDICINE AND SCIENCE</b> 06:00 PM to 08:30 PM CL 144	3 Credits
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This course is a partial survey of some important strands in the Western intellectual history. We will start with ancient Greek speculations in cosmology, philosophy, and medicine. Then we will look at some important subsequent developments in these areas and how they were influenced by the Greek tradition. These include, among other topics, the magical tradition that flourished during the Renaissance period. The latter half of the course will focus on the profound intellectual transformations in the 17th century which constitute what we often call The Scientific Revolution. The great scientific achievements of figures such as Descartes, Kepler, Galileo, and Newton will be discussed in detail. Overall, this course is meant to provide a broad picture of some of the most important elements in the Western intellectual tradition and their interactions in history.

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<b>22949</b>	<b>HPS</b>	<b>HPS 0515</b>	<b>MAGIC, MEDICINE AND SCIENCE</b>	
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	Meets Reqs: HS	T	06:00 PM to 08:30 PM	LAWRN 205	3 Credits
This course is a partial survey of some important strands in the Western intellectual history. We will start with ancient Greek speculations in cosmology, philosophy, and medicine. Then we will look at some important subsequent developments in these areas and how they were influenced by the Greek tradition. These include, among other topics, the magical tradition that flourished during the Renaissance period. The latter half of the course will focus on the profound intellectual transformations in the 17th century which constitute what we often call The Scientific Revolution. The great scientific achievements of figures such as Descartes, Kepler, Galileo, and Newton will be discussed in detail. Overall, this course is meant to provide a broad picture of some of the most important elements in the Western intellectual tradition and their interactions in history.					
<b>11329</b>	<b>JS</b> Meets Reqs: HS	<b>JS 0283</b> TTh	<b>US AND THE HOLOCAUST</b> 01:00 PM to 02:15 PM	<b>CL 252</b>	Burstin,Barbara Stern 3 Credits
In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.					
<b>10633</b>	<b>JS</b> Meets Reqs: HS	<b>JS 0283</b> TTh	<b>US AND THE HOLOCAUST</b> 02:30 PM to 03:45 PM	<b>CL 204</b>	Burstin,Barbara Stern 3 Credits
In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.					
<b>27811</b>	<b>LING</b>	<b>GREEKM 0101</b> TTh	<b>GREEK (MODERN) 1</b> 04:00 PM to 05:40 PM	<b>CL G21</b>	Papanastasiou,Areti Aiyangar,Gretchen M 4 Credits
This is an introduction to the Modern Greek language that provides students with a solid foundation in the four skills of listening, speaking, reading and writing in Greek, both through a sound understanding of the basic structures of the Greek language, as well as through the cultural context within which Greek is used. In class, emphasis is on oral communication and the acquisition of fluency in speaking. At the end of this course you should be able to: Introduce yourself and ask questions Talk about your family, your studies and your interests Describe your daily schedule and habits Read the menu and order an ice-cream at your neighborhood cafe					
<b>27376</b>	<b>LING</b> Meets Reqs: L	<b>GREEKM 0103</b> TTh	<b>GREEK (MODERN) 3</b> 02:30 PM to 03:45 PM	<b>CL 312</b>	Papanastasiou,Areti Aiyangar,Gretchen M 3 Credits
This is an exploration of Modern Greek at the intermediate level that builds on the skills acquired in first year Greek (LING 0231 and LING 0232). Its aim is to help you develop further your linguistic competence, expand your vocabulary, discover your writer's voice and develop your speaking skills. At the end of this course you should be able to: Discover the secret of writing recipes Furnish your apartment and take care of its problems Discuss the challenges facing modern families Talk about technology, career and dreams					
<b>27812</b>	<b>LING</b>	<b>IRISH 0101</b> TTh	<b>IRISH (GAELIGE) 1</b> 11:00 AM to 12:40 PM	<b>CL 227</b>	Young,Marie A Aiyangar,Gretchen M 4 Credits
Covers introduction to Irish Gaelige, allowing students to develop the basic skills of reading, writing, listening and speaking Gaelige while exploring the country and culture of the language. By the end of semester students should be able to :Cover basic introductions, phonetics, basic numbers, family, living arrangements and past tense. Participate in group presentations, oral and written assessments pertaining to their own personal lives. Gain an understanding and respect of aspects of the Irish culture - songs, poems, dance and Irish sports, geography					
<b>27813</b>	<b>LING</b>	<b>IRISH 0101</b> TTh	<b>IRISH (GAELIGE) 1</b> 09:00 AM to 10:40 AM	<b>CL 236</b>	Young,Marie A Aiyangar,Gretchen M 4 Credits
Covers introduction to Irish Gaelige, allowing students to develop the basic skills of reading, writing, listening and speaking Gaelige while exploring the country and culture of the language. By the end of semester students should be able to :Cover basic introductions, phonetics, basic numbers, family, living arrangements and past tense. Participate in group presentations, oral and written assessments pertaining to their own personal lives. Gain an understanding and respect of aspects of the Irish culture - songs, poems, dance and Irish sports, geography					
<b>27375</b>	<b>LING</b> Meets Reqs: L	<b>IRISH 0103</b> TTh	<b>IRISH (GAELIGE) 3</b> 01:00 PM to 02:15 PM	<b>CL 2803</b>	Young,Marie A Aiyangar,Gretchen M 3 Credits
At this level a lot more independent work is expected where students have gained a self-confidence to express themselves into higher rational as Gaelige At the end of this course you should be able to: News reports, media and technology related vocabulary introduced and students watch a soap-opera as Gaelige/ read a novel and report back weekly using grammar structures introduced. Emphasis here is on self-expression, comfort and confidence in using the Gaelige they have in concise and natural way. Gaelige gan StrÃ³ book required. Students will be expected to come to class prepared, and will be evaluated on: their class participation (mastery of conversational Gaelige), presentations, an independent oral project, and exams (a midterm and final).					
<b>28518</b>	<b>LING</b>	<b>IRISH 0105</b>	<b>IRISH (GAELIGE) 5</b>		Young,Marie A Aiyangar,Gretchen M

		TTh	04:00 PM to 05:15 PM	CL 218	3 Credits
In this yearlong syllabus, Students will expand their Gaeilge concentrating on the views and revitalization of this language over the past ten years and will examine the re-development of the Irish language for today's speaker. It is designed as an opportunity for students to explore and research recently introduced communicative (media and technology) approaches that have helped to strengthen the Irish language in today's culture. Lectures will be conducted, primarily, in Gaeilge. By the end of this course you should be able to: Talk about ecology and the environment Know all there is to know about weddings Look for a job, write a CV, prepare for an interview					
<b>29481</b>	<b>LING</b>	<b>IRISH 1615</b>	<b>IRISH CULTURE AND TRADITIONS</b>		Young, Marie A Aiyangar, Gretchen M 3 Credits
	Meets Reqs: REG	TTh	02:30 PM to 03:45 PM	CL G21	
Will begin with a study of the Irish Culture both at home in Ireland and the Diaspora overseas over the past 10 years. It will serve as an opportunity for students to explore and research aspects of the Irish culture and past traditions still vibrant and thriving today. Discussions/lectures will be conducted in English. Students will be expected to come to class prepared, and will be evaluated on: their class participation, presentations, and independent written project and exams. Discussions/lectures will be organized around themes from Gaelic games to music to the Irish language as well as current cultural changes/advances in Ireland and among its people. Guest speakers.					
<b>29472</b>	<b>LING</b>	<b>LING 2394</b>	<b>SPANISH DIALECTOLOGY</b>		Kanwit, Matthew H 3 Credits
		MW	03:00 PM to 04:15 PM	CL 314	
This course looks at varieties of Spanish from different perspectives: regional, social, and stylistic. Phonological, morphological, syntactic, and lexical variation will be taken into account. Special attention will be paid to Heritage Spanish, creoles, and language contact, as well as the diachronic sources of regional differentiation.					
<b>27803</b>	<b>LING</b>	<b>SWE 0101</b>	<b>SWEDISH 1</b>		Aiyangar, Gretchen M Albertsson, Eva Ulrika 4 Credits
		TTh	11:00 AM to 12:40 PM	CL G19A	
In level 1, you will acquire a practical command of both spoken and written beginner's Swedish, as well as some knowledge of Swedish culture and society. We learn the basics of Swedish language structure and everyday words and phrases, as well as proper pronunciation. We practice all four language skills and after completing the course, you will be able to talk about yourself and your life, read and comprehend simple texts, write short texts and understand short conversations about familiar topics using present or past tense. Examples of topics we cover are greeting phrases, going shopping, interests and hobbies and how to talk about what you do in your spare time.					
<b>27398</b>	<b>LING</b>	<b>SWE 0103</b>	<b>SWEDISH 3</b>		Aiyangar, Gretchen M Albertsson, Eva Ulrika 3 Credits
	Meets Reqs: L	TTh	09:30 AM to 10:45 AM	CL 349	
In level 3 we strive to use a more developed grammar and vocabulary so we can talk about things beyond everyday life. Communicative skills continue to be our focus. Some topics that are covered are Swedish food and going to a restaurant, professions and work life, social etiquette and computers and internet. We continue expanding our grammar (for example reflexive verbs and the usage of past tense vs present perfect) and vocabulary by adding more authentic materials. At this level we read and discuss our first Swedish novel together, an abbreviated version of a popular current Swedish novel.					
<b>27399</b>	<b>LING</b>	<b>SWE 0105</b>	<b>SWEDISH 5</b>		Aiyangar, Gretchen M Albertsson, Eva Ulrika 3 Credits
		TTh	01:00 PM to 02:15 PM	CL 312	
At this level, we use mostly authentic materials as we get an in-depth knowledge of Swedish through the study of novels, current newspaper articles, literary excerpts, poems and movies. We move from finding and stating facts when using our Swedish into using persuasive language to be able to hold discussions about pets, social life, leisure time, habits and more. We introduce the conditional and past participles but only use grammar to improve our communicative skills.					
<b>10374</b>	<b>MUSIC</b>	<b>MUSIC 0211</b>	<b>INTRO TO WESTERN ART MUSIC</b>		3 Credits
	Meets Reqs: MA HS	MW	05:00 PM to 05:50 PM	CL000G8	
This course introduces the main stylistic features, composers, and selected compositions of the various periods in the history of Western art music from the Middle Ages to the 20th century. Emphasis is placed on learning to listen more critically and sensitively.					
<b>16674</b>	<b>MUSIC</b>	<b>MUSIC 0222</b>	<b>HISTORY OF WESTERN MUSIC TO 1750</b>		3 Credits
	Meets Reqs: EX	MW	03:00 PM to 04:15 PM	BELLH 309	
This course surveys the music of Western Europe from Ancient Greece to 1750. We will accomplish this through reading, listening, formal analysis, and, when possible, performance. Students will place the music within the culture of the time by examining art works, architecture, political, religious, and cultural institutions, and literature. We will examine and analyze scores of representative works, including troubadour songs, liturgical chant, early polyphony, madrigals, opera, orchestral and chamber music, and music for keyboard. NOTES: (1) This course meets the 2nd level Music/Art Requirement, (2) This course is part of the core requirement in music history and theory for music majors and normally should be taken concurrently with music 0417 (Theory 3) and MUSIC 0418 (Musicianship 3).					
<b>28492</b>	<b>MUSIC</b>	<b>MUSIC 0375</b>	<b>INTRODUCTION TO OPERA</b>		3 Credits
	Meets Reqs: MA	T	06:00 PM to 08:30 PM	CL 324	
This course will introduce students to some of the most fun and engaging characters in the Western opera tradition: lovers, witches, and queens. Opera's creators and audiences have returned to these character types repeatedly over the years because their stories make good musical theater, but also because they let artists tell stories that resonate with their audiences' interest and experience. No prior experience is necessary.					
<b>26441</b>	<b>MUSIC</b>	<b>MUSIC 0844</b>	<b>THE MUSIC OF THE BEATLES</b>		3 Credits
	Meets Reqs: MA	Th	06:00 PM to 08:30 PM	MUSIC 132	

This course combines a study of the cultural context in which The Beatles worked with a consideration of how the music was created and evolved over time. Topics include the band's formative influences, relationships to contemporary artists, and evolution from live performing band to studio recording artists. Broader contextual themes include the rise of "teenage culture", Beatlemania as a phenomenon most closely associated with young female fans, and the band's relationship to the "youth counterculture".

<b>24217</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0010</b> TTh	<b>CONCEPTS OF HUMAN NATURE</b> 02:00 PM to 02:50 PM	<b>LAWRN 120</b>	Humphreys,Justin 3 Credits
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In this course, we will consider some of the most fundamental questions in philosophy in relation the idea of human nature. Questions to be discussed include: Are human beings naturally good or evil? Do we possess freedom of the will? What is the nature of the self? And what distinguishes human beings from mere animals? Readings will be drawn from both classic philosophical sources, such as Plato, Hobbes, Rousseau, and more contemporary philosophical and scientific work on these issues.

<b>29526</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0012</b> TTh	<b>CONCPTS HUMAN NATURE/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>CL G16B</b>	4 Credits
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For the writing course. Description same as Phil. 0010. This is the writing section of Phil. 0010. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>29526</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0012</b> TTh	<b>CONCPTS HUMAN NATURE/WRIT PRAC</b> 02:00 PM to 02:50 PM	<b>TBA</b>	4 Credits
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For the writing course. Description same as Phil. 0010. This is the writing section of Phil. 0010. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>22649</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0080</b> MW	<b>INTRO TO PHILOSOPHCAL PROBLEMS</b> 03:00 PM to 03:50 PM	<b>PUBHL G23</b>	Gallow,Jeffrey Dmitri 3 Credits
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This is an introductory philosophy course. We will learn to assess arguments for validity and soundness. The focus will be on improving our critical reasoning skills and then using these skills to address questions like the following: Are our lives meaningless? If not, what makes a life meaningful? Should we fear death? Should society prohibit offensive or hateful speech? Is ethical truth relative to a culture or a moral standard? Do we have free will, or are we determined to act as we do? Does the existence and prevalence of evil and suffering give us a reason to doubt that an all-powerful, all-knowing, all-good god exists? Can we know that our religious or scientific beliefs are true? If so, how?

<b>10635</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0082</b> TTh	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b> 01:00 PM to 01:50 PM	<b>CL 342</b>	Howton,Robert F 4 Credits
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For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>23614</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0082</b> TTh	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b> 02:00 PM to 02:50 PM	<b>CL 213</b>	Howton,Robert F 4 Credits
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For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>10635</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0082</b> MW	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>PUBHL G23</b>	Howton,Robert F 4 Credits
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For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>23614</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0082</b> MW	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>PUBHL G23</b>	Howton,Robert F 4 Credits
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For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>23618</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0200</b> TTh	<b>HISTORY OF ANCIENT PHILOSOPHY</b> 11:00 AM to 11:50 AM	<b>LAWRN 120</b>	Gelber,Jessica Louise 3 Credits
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This course is an introduction to some of the main figures and problems in Ancient Greek Philosophy. We will read texts spanning from the Pre-Socratics through Hellenistic philosophers, but the majority of our attention will be given to Socrates, Plato and Aristotle. Our goal will be to understand not only what the views these thinkers held were, but also why they held them and how they argued for them. When we engage in this activity, we are doing philosophy. So, this course is also an introduction to philosophy itself.

<b>23620</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0202</b> TTh	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b> 02:00 PM to 02:50 PM	<b>CL 242</b>	Gelber,Jessica Louise Driver,Rachael Elizabeth 4 Credits
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For the writing course. Description same as Phil. 0200. This is the writing section of Phil. 0200. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>23620</b>	<b>PHIL</b>	<b>PHIL 0202</b>	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b>	Gelber, Jessica Louise Driver, Rachael Elizabeth
	Meets Reqs: PH W	TTh	11:00 AM to 11:50 AM	LAWRN 120 4 Credits

For the writing course. Description same as Phil. 0200. This is the writing section of Phil. 0200. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>23621</b>	<b>PHIL</b>	<b>PHIL 0202</b>	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b>	Gelber, Jessica Louise
	Meets Reqs: PH W	TTh	11:00 AM to 11:50 AM	LAWRN 120 4 Credits

For the writing course. Description same as Phil. 0200. This is the writing section of Phil. 0200. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>29527</b>	<b>PHIL</b>	<b>PHIL 0202</b>	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b>	
	Meets Reqs: PH W	TTh	11:00 AM to 11:50 AM	LAWRN 120 4 Credits

For the writing course. Description same as Phil. 0200. This is the writing section of Phil. 0200. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>23621</b>	<b>PHIL</b>	<b>PHIL 0202</b>	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b>	Gelber, Jessica Louise
	Meets Reqs: PH W	MW	01:00 PM to 01:50 PM	CL 335 4 Credits

For the writing course. Description same as Phil. 0200. This is the writing section of Phil. 0200. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>29527</b>	<b>PHIL</b>	<b>PHIL 0202</b>	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b>	
	Meets Reqs: PH W	MW	02:00 PM to 02:50 PM	CL 130 4 Credits

For the writing course. Description same as Phil. 0200. This is the writing section of Phil. 0200. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>10411</b>	<b>PHIL</b>	<b>PHIL 0300</b>	<b>INTRODUCTION TO ETHICS</b>	Thompson, Michael J
	Meets Reqs: PH	MW	01:00 PM to 01:50 PM	PUBHL G23 3 Credits

A description for this lecture has not been provided yet. Please check again later.

<b>23420</b>	<b>PHIL</b>	<b>PHIL 0302</b>	<b>INTRODUCTN TO ETHCS/WRIT PRAC</b>	Marre, Thomas Christopher
	Meets Reqs: PH W	TTh	10:00 AM to 10:50 AM	WWPH 3415 4 Credits

For the writing course. Description same as Phil. 0300. This is the writing section of Phil. 0300. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>27351</b>	<b>PHIL</b>	<b>PHIL 0302</b>	<b>INTRODUCTN TO ETHCS/WRIT PRAC</b>	Marre, Thomas Christopher
	Meets Reqs: PH W	TTh	11:00 AM to 11:50 AM	CL 229 4 Credits

For the writing course. Description same as Phil. 0300. This is the writing section of Phil. 0300. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>23420</b>	<b>PHIL</b>	<b>PHIL 0302</b>	<b>INTRODUCTN TO ETHCS/WRIT PRAC</b>	Marre, Thomas Christopher
	Meets Reqs: PH W	MW	01:00 PM to 01:50 PM	PUBHL G23 4 Credits

For the writing course. Description same as Phil. 0300. This is the writing section of Phil. 0300. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>27351</b>	<b>PHIL</b>	<b>PHIL 0302</b>	<b>INTRODUCTN TO ETHCS/WRIT PRAC</b>	Marre, Thomas Christopher
	Meets Reqs: PH W	MW	01:00 PM to 01:50 PM	PUBHL G23 4 Credits

For the writing course. Description same as Phil. 0300. This is the writing section of Phil. 0300. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>27543</b>	<b>PHIL</b>	<b>PHIL 0320</b>	<b>SOCIAL PHILOSOPHY</b>	McKinney, Rachel Ann
	Meets Reqs: PH	MW	09:00 AM to 09:50 AM	CL 324 3 Credits

description for this lecture has not been provided yet. Please check again later.

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<b>29528</b>	<b>PHIL</b>	<b>PHIL 0322</b>	<b>SOCIAL PHILOSOPHY/WRIT PRAC</b>		
	Meets Reqs: PH W	TTh	09:00 AM to 09:50 AM	CL G21	4 Credits

For the writing course. Description same as Phil. 0320 (14252). This is the writing section of Phil. 0320. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

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<b>29529</b>	<b>PHIL</b>	<b>PHIL 0322</b>	<b>SOCIAL PHILOSOPHY/WRIT PRAC</b>		
	Meets Reqs: PH W	TTh	10:00 AM to 10:50 AM	CHVRN 132	4 Credits

For the writing course. Description same as Phil. 0320 (14252). This is the writing section of Phil. 0320. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

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<b>29528</b>	<b>PHIL</b>	<b>PHIL 0322</b>	<b>SOCIAL PHILOSOPHY/WRIT PRAC</b>		
	Meets Reqs: PH W	MW	09:00 AM to 09:50 AM	CL 324	4 Credits

For the writing course. Description same as Phil. 0320 (14252). This is the writing section of Phil. 0320. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

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<b>29529</b>	<b>PHIL</b>	<b>PHIL 0322</b>	<b>SOCIAL PHILOSOPHY/WRIT PRAC</b>		
	Meets Reqs: PH W	MW	09:00 AM to 09:50 AM	CL 324	4 Credits

For the writing course. Description same as Phil. 0320 (14252). This is the writing section of Phil. 0320. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

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<b>27622</b>	<b>PHIL</b>	<b>PHIL 0380</b>	<b>WOMEN AND PHILOSOPHY</b>		Cook,Kathleen Cecelia
	Meets Reqs: PH	TTh	01:00 PM to 02:15 PM	CL 330	3 Credits

description for this lecture has not been provided yet. Please check again later.

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<b>29871</b>	<b>PHIL</b>	<b>PHIL 0473</b>	<b>PHILOSOPHY OF RELIGION</b>		Bahler,Brock A
	Meets Reqs: PH	TTh	11:00 AM to 12:15 PM	CHVRN 154	3 Credits

description for this lecture has not been provided yet. Please check again later.

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<b>29872</b>	<b>PHIL</b>	<b>PHIL 0473</b>	<b>PHILOSOPHY OF RELIGION</b>		Bahler,Brock A
	Meets Reqs: PH	MW	03:00 PM to 04:15 PM	LAWRN 104	3 Credits

description for this lecture has not been provided yet. Please check again later.

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<b>23825</b>	<b>PHIL</b>	<b>PHIL 1020</b>	<b>PLATO</b>		Hoenig,Christina Maria
		TTh	11:00 AM to 12:15 PM	WWPH 5401	3 Credits

description for this lecture has not been provided yet. Please check again later.

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<b>29534</b>	<b>PHIL</b>	<b>PHIL 1140</b>	<b>EMPIRICISM</b>		
		MW	04:30 PM to 05:45 PM	CL 135	3 Credits

No course description for this upper level lecture available. Check at a later date

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<b>29535</b>	<b>PHIL</b>	<b>PHIL 1170</b>	<b>KANT</b>		Engstrom,Stephen
		TTh	04:00 PM to 05:15 PM	CL 330	3 Credits

description for this lecture has not been provided yet. Please check again later.

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<b>29538</b>	<b>PHIL</b>	<b>PHIL 2175</b>	<b>STUDIES IN KANT</b>		Engstrom,Stephen
		W	05:00 PM to 07:30 PM	CL 312	3 Credits

no course description available. Please check at a later date.

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<b>11551</b>	<b>PS</b>	<b>PS 0300</b>	<b>COMPARATIVE POLITICS</b>		Ilgaz,Huseyin Paler,Laura B
	Meets Reqs: SS COM	MW	02:00 PM to 02:50 PM	FKART 125	3 Credits

This course provides students with basic information about a range of political systems outside the United States and teaches them to use that information to examine major theories about politics. The course is also designed to help students understand the government and the politics of the United States in comparative perspective and to develop some understanding of comparative methodology and the logic of comparison as a social science method. Depending on the interests, area of expertise, and inclinations of the particular instructor, some regions and topics might be emphasized more heavily than others.

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<b>24971</b>	<b>PS</b>	<b>PS 0500</b>	<b>INTERNATIONAL RELATIONS</b>		Zarpli,Omer Gochman,Charles S
	Meets Reqs: SS GLO	TTh	02:00 PM to 02:50 PM	FKART 125	3 Credits

This course aims to increase students' knowledge of the history of the modern state system and, in particular, political developments during the past few decades. It introduces students to basic concepts and analytic frameworks that political scientists employ to understand world politics, enhancing students' knowledge of international institutions that play important roles in world politics and exploring current issues in world affairs relating to human welfare and security. Depending on the interests, area of expertise, and inclinations of the particular instructor, some of these may be emphasized more heavily than others.

<b>19776</b>	<b>PS</b>	<b>PS 0600</b>	<b>POLITICAL THEORY</b>	Ocepek,Anthony Louis Mackenzie,Michael Kenneth 3 Credits
	Meets Reqs: PH	TTh	03:00 PM to 03:50 PM	CL000G8

This course is designed to introduce students to the idea of normative political theory and to important authors and concepts in the western political theory tradition. Students will learn to understand both historical and contemporary debates surrounding important political concepts such as authority, justice, liberty, and democracy, and to appreciate the differences among normative, empirical, logical, and faith-based political claims. Students will learn to read critically and analytically, to make simple normative arguments, and to explain the specific role of normative arguments in political science and political life. Depending on the interests, area of expertise, and inclinations of the particular instructor, some of these may be emphasized more heavily than others.

<b>11022</b>	<b>PS</b>	<b>PS 1311</b>	<b>WESTERN EURP GOVERMNT &amp; POLIT</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: COM		12:00 AM to 12:00 AM	TBA

This is a Study Abroad course. Please contact the Study Abroad Office for further details.

<b>24981</b>	<b>PS</b>	<b>PS 1311</b>	<b>WESTERN EURP GOVERMNT &amp; POLIT</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: COM		12:00 AM to 12:00 AM	TBA

This is a Study Abroad course. Please contact the Study Abroad Office for further details.

<b>29705</b>	<b>PS</b>	<b>PS 1311</b>	<b>WESTERN EURP GOVERMNT &amp; POLIT</b>	Spoon,Jae-Jae M 3 Credits
	Meets Reqs: COM	TTh	09:30 AM to 10:45 AM	CL 337

The course will focus on the politics and government of Western European countries. The goal of the course is to provide students with the tools to better understand the political culture and institutions of the states that make up this region. We'll take a comparative approach to studying the political systems of Europe. We'll also focus on current issues facing both European governments and their citizens, which may include immigration, security, European integration, and the rise of the far right.

<b>24170</b>	<b>PS</b>	<b>PS 1317</b> MW	<b>POLITICS OF THE EUROPEAN UNION</b>	3 Credits
			04:30 PM to 05:45 PM	CL 337

This course will introduce students to the history, organization, and politics of the European Union (EU). It will provide an historical overview of the immediate post-war period, but the major emphasis will be on the EU's governing institutions, its key political actors, and the fundamental issues that they confront in the rough-and-tumble of EU politics and policymaking. Special attention will also be paid to how the EU affects politics and policies within and between its 27 member states.

<b>29707</b>	<b>PS</b>	<b>PS 1327</b> TTh	<b>POLITICS OF REVOLUTION</b>	Rukhadze,Vasili 3 Credits
			01:00 PM to 02:15 PM	CL 139

Revolutions long mesmerized political scientists, historians, and intellectuals of every stride. Needless to say, its romantic allure is irresistible. Armies of ideological zealots storming cities and government buildings and overthrowing repressive rulers, long captivated public imagination. However, as everything else in politics, revolutions also have two sides: positive and negative. This course studies not only the process of various revolutions from our modern history, but also historical context of these revolutions, how they were prepared, and very importantly, what happens after revolutions actually take place. Political actors also matter. As philosopher Thomas Carlyle once observed, 'Revolutions are often initiated by idealists, carried out by fanatics, and hijacked by scoundrels.' Subsequently, in order to better understand revolutions, the course locates their main actors and examines their impact on the development of revolutionary and post-revolutionary processes.

<b>30482</b>	<b>PS</b>	<b>PS 1504</b> TTh	<b>NATIONALISM</b>	3 Credits
			01:00 PM to 02:15 PM	OEH 300

This course examines the history of nationalism, the making of ethnicity, and the nation-state. The course provides an overview of theoretical approaches, applicable both to historical and to more recent nationalist challenges in Europe. We will place particular emphasis on changing national and regional identities in Europe, comparing the development of nationalism in Western European countries such as France or Germany with Eastern European developments in the Russian and Habsburg Empires and its successor states. The course examines the wave of ethnic nationalism in Eastern Europe after the dissolution of Yugoslavia and the Soviet Union. Finally, we will explore new trends of populist nationalism and the rise of right-wing nationalist extremism in the wake of the refugee crisis and Brexit. 'Pre-knowledge in European history is advantageous but not required. This class can be taken by students of all levels, including First-Year students.'

<b>27210</b>	<b>PS</b>	<b>PS 1510</b> TTh	<b>COLDWAR:SOVT UNIN WEST 1917-91</b>	Rukhadze,Vasili 3 Credits
			09:30 AM to 10:45 AM	CL 352

In 1947, Bernard Baruch, the American businessman and adviser to various US presidents, used the term 'Cold War' to describe increasingly frosty relationship between the former WWII allies: the Soviet Union and the United States. However, the Cold War turned out anything but cold. Although, the two contending superpowers never directly fought each other, the wars, involving either of two superpowers or their proxies, never stopped. This half a century long ideological conflict inflicted untold sufferings on hundreds of millions of people around the globe. It claimed the lives of millions, devastated the economies of many countries, and brought the world on the brink of a nuclear war at least on one occasion. This course examines the main developments of this global conflict: the wars, covert operations, arms race, diplomatic negotiations, geopolitical doctrines, and the decision-making process of the contending sides. However, the course goes beyond just studying the events. It tries to locate them in historical context and in theoretical perspective, which will help students of international relations to further expand their intellectual horizons in this subfield.

<b>30360</b>	<b>PS</b>	<b>PS 1513</b> TTh	<b>FORGN POLICIES--CHANGNG WORLD</b> 09:30 AM to 10:45 AM	<b>WWPH 5401</b>	Linden,Ronald H 3 Credits
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The aim of this course is to explore the nature of the phenomenon known as 'foreign policy,' which refers mainly to the orientation and actions of nation states toward their external environment. In recent years that environment has changed dramatically, posing new challenges for states large and small alike. This course will focus primarily on the world's major powers but will intersperse a discussion of these states' foreign policies with consideration of how the nature of their power, as well as the milieu within which they act, has changed. At the same time, we will also look at the way in which foreign policy can be studied in an attempt to expand our ability to deal analytically with this form of international behavior.

<b>29717</b>	<b>PS</b>	<b>PS 1516</b> TTh	<b>TRANSATLANTIC POLICY ANALYSIS</b> 02:30 PM to 03:45 PM	<b>WWPH 4500</b>	Finkel,Mihriban Muge 3 Credits
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This new skills based course in political science aims to provide students with crucial analytical and professional skills to understand transatlantic interests and values, and to analyze the pressing public policy issues facing Europe and North America. Among them are a wide range of policy issues impacting diplomatic, economic and security relations such as immigration, climate change, engagement with rising economic powers, and cyber threats. The course trains students in policy focused writing and presentation tools to help communicate their policy analyses to a range of policy focused actors at the national and international levels.

<b>27222</b>	<b>PS</b> Meets Reqs: HS IFN REG	<b>PS 1521</b> TTh	<b>EASTRN EURP IN WORLD POLITICS</b> 11:00 AM to 12:15 PM	<b>CL 337</b>	3 Credits
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Eastern Europe has now seen more than fifteen years of dramatic changes encompassing a movement away from one-party dictatorship and state-run economies to democratic politics and market economies. These changes have affected and been affected by developments in Europe, including Russia, Euro-Atlantic relations and international relations more broadly. The aim of this course is to explore the background and dynamics of the remarkable changes in "the other Europe." The course will move quickly over the history of the region generally referred to as "East Europe" and will focus primarily on contemporary developments. A particular focus of the course is the impact on the region of developments elsewhere, especially in the politics and policies of outside powers, and the ripple effect of changes in the region on European and world politics. (International Relations Field)

<b>30361</b>	<b>PS</b>	<b>PS 1536</b> MW	<b>HUMAN SECURITY</b> 03:00 PM to 04:15 PM	<b>IS 404</b>	Johnson,Colin Roy 3 Credits
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In the 21st century, the international system increasingly faces asymmetric warfare and intrastate violence, and such threats have drawn greater attention towards the causes for such conflicts and new strategies to mitigate these threats. Human security as a concept focuses on the security of the individual rather than the state, to concern ourselves with a human being's freedom from fear, violence, and want. Human security also calls our attention to the policies that provide security for the state but harm human beings either directly or by neglecting factors causing greater harm. At the intersection of human rights, development, and security studies, this course explores the security ramifications of issues such as population growth, entrenched poverty, violence against women, climate change, communicable diseases, forced migration, and humanitarian/peace operations. Students will be familiarized with the traditional understandings of security, the international discourse on human security, its application to an array of issue areas, as well as critiques regarding the securitization of these issues.

<b>27225</b>	<b>PS</b>	<b>PS 1538</b> TTh	<b>POLIT OF OIL &amp; NATRL RESORCS</b> 04:00 PM to 05:15 PM	<b>WWPH 1502</b>	Rukhadze,Vasili 3 Credits
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Nature endowed some countries with abundant oil resources. As modern history proved, that may not always be such exciting news as it sounds at first. This course studies various countries in the Middle East, Latin America, Europe, Asia, and Africa with largest oil resources. It examines how oil resources impacted the formation of their respective domestic political systems and how politics of oil influenced and still influence general dynamics of international relations. Furthermore, the course will delve deep into 'the resource curse theory' and in comparative perspective will examine its impact on oil-rich countries' national economies.

<b>29723</b>	<b>PS</b>	<b>PS 1583</b> Th	<b>TOPCS IN INTRNATNAL RELATIONS</b> 06:00 PM to 08:30 PM	<b>CL 230</b>	3 Credits
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<b>29722</b>	<b>PS</b>	<b>PS 1583</b> MW	<b>TOPCS IN INTRNATNAL RELATIONS</b> 04:30 PM to 05:45 PM	<b>CL 139</b>	3 Credits
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<b>29726</b>	<b>PS</b>	<b>PS 1604</b> MW	<b>MYTH, PROPAGANDA &amp; THE STATE</b> 03:00 PM to 04:15 PM	<b>LAWRN 205</b>	Lotz,Andrew Louis 3 Credits
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This course focuses on a single notion: that states use narrative(s) to support their regimes. The class aims to prepare students for understanding how story, myth, propaganda, and indoctrination are used by various political actors to build, sustain, and/or destroy regimes. The course begins with a consideration of quintessential cases of states engaging in these practices (Ancient Rome, Fascist Italy, Imperial Japan, and Cambodia under the Khmer Rouge). It then examines parallel examples within United States history and narratives. The second half of the course then focuses on the practice of Propaganda specifically, considering its modern origins in WWI, examining transitions in technique across multiple states, weighing linkages to advertising and public information campaigns, and finally having students construct their own propaganda. The course concludes with a formal content analysis training focused on a particular vein of propaganda, and an assignment that has students blending content analysis consideration with political theory argument construction.

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<b>28322</b>	<b>PS</b>	<b>PS 2320</b>	<b>HUMAN SECURITY</b>		Seybolt, Taylor B
		M	03:00 PM to 05:50 PM	<b>WWPH 3911</b>	3 Credits

Because of civil wars in several parts of the world, especially in Sub-Saharan Africa, the international organizations have reshaped their development agenda by emphasizing the importance of security and peace as preconditions for development. This approach was explicitly included among the aims of the United Nations by (then) Secretary-General Kofi Annan in his roadmap for the implementation of the UN Millennium Summit. In parallel, the concept of human security has been promoted by several Western governments, NGOs and independent commissions in order to take into account the need to address not only state security needs but also the vulnerability of individual humans in crisis situations. Aid policies have taken into account these evolutions, though the concept of human security itself has been discussed in a controversial way. The European Union is progressively integrating it into its security agenda and has started 'securitizing' its development agenda and African policy, including instruments like the Cotonou convention with African, Caribbean and Pacific states. This 1.5-credit course explores the reasons for the merging of security and development policies in the European Union and its Member States and the emergence of a European human security agenda within the wider context of the United Nations, World Bank and the OECD. The focus will be European policies towards crisis areas (Balkans, Caucasus, Middle East, Great Lakes Africa, and South and Southeast Asia) and peace building activities like: regulations about antipersonnel landmines, smallarms and light weapons, conflict timber and conflict diamonds, policies of conditionality and sanctions, assistance to transitional justice, peace building, security governance, and security sector/system reform in fragile states.

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<b>11337</b>	<b>RELGST</b>	<b>RELGST 0083</b>	<b>MYTHOLOGY IN THE ANCIENT WORLD</b>		Jones, Marilyn Morgan
	Meets Reqs: REG	MW	04:30 PM to 05:45 PM	<b>LAWRN 106</b>	3 Credits

Our subject will be the traditional stories--myths, legends, and folktales--of the Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation, so our main task will be to discover just what that 'compelling attraction' was. The creation of the universe, the first woman Pandora, the Twelve Gods and Goddesses, the theft of fire by Prometheus, Helen and the Trojan War, the foundation of Rome by Aeneas, and Ovid's fanciful metamorphoses are examples of the stories from our modern illustrated reader Classical Myth by Barry B. Powell. By way of providing a context for our stories, the instructor will also devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, the conceptualization of male and female, sexuality, and the social and cultural basis of myth in general. Throughout, we shall examine the many theories about the meaning of traditional stories from antiquity down to our own day.

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<b>28602</b>	<b>RELGST</b>	<b>RELGST 0083</b>	<b>MYTHOLOGY IN THE ANCIENT WORLD</b>		Jones, Nicholas F
	Meets Reqs: REG	MWF	11:00 AM to 11:50 AM	<b>CL G24</b>	3 Credits

Our subject will be the traditional stories--myths, legends, and folktales--of the Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation, so our main task will be to discover just what that 'compelling attraction' was. The creation of the universe, the first woman Pandora, the Twelve Gods and Goddesses, the theft of fire by Prometheus, Helen and the Trojan War, the foundation of Rome by Aeneas, and Ovid's fanciful metamorphoses are examples of the stories from our modern illustrated reader Classical Myth by Barry B. Powell. By way of providing a context for our stories, the instructor will also devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, the conceptualization of male and female, sexuality, and the social and cultural basis of myth in general. Throughout, we shall examine the many theories about the meaning of traditional stories from antiquity down to our own day.

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<b>17348</b>	<b>RELGST</b>	<b>RELGST 0105</b>	<b>RELIGIONS OF THE WEST</b>		Kane, Paula M
	Meets Reqs: HS COM	TTh	09:30 AM to 10:45 AM	<b>VICTO 117</b>	3 Credits

This course is a historical introduction to the religious traditions that developed in ancient Near East and the Mediterranean. Our major emphasis is on the history of the religious traditions that emerged in late antiquity in this area and which continue to be major world religions: Judaism, Christianity, Islam, and Zoroastrianism. We focus on key concepts, historical developments, and contemporary issues. Throughout the course, we also examine interactions among these religious traditions. In the last part of the course we examine the issue of globalization and the spread of these religions around the world as well as the presence of "non-Western" religion in the "West." The course also serves as an introduction to the academic study of religion and provides a foundation for further coursework in Judaism, Christianity, and Islam. No prior knowledge of any of the religions studied is expected or assumed.

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<b>18082</b>	<b>RELGST</b>	<b>RELGST 0105</b>	<b>RELIGIONS OF THE WEST</b>		
	Meets Reqs: HS COM	MWF	11:00 AM to 11:50 AM	<b>CL 332</b>	3 Credits

This course is a historical introduction to the religious traditions that developed in ancient Near East and the Mediterranean. Our major emphasis is on the history of the religious traditions that emerged in late antiquity in this area and which continue to be major world religions: Judaism, Christianity, Islam, and Zoroastrianism. We focus on key concepts, historical developments, and contemporary issues. Throughout the course, we also examine interactions among these religious traditions. In the last part of the course we examine the issue of globalization and the spread of these religions around the world as well as the presence of "non-Western" religion in the "West." The course also serves as an introduction to the academic study of religion and provides a foundation for further coursework in Judaism, Christianity, and Islam. No prior knowledge of any of the religions studied is expected or assumed.

<b>11331</b>	<b>RELGST</b> Meets Reqs: HS	<b>RELGST 0283</b> TTh	<b>US AND THE HOLOCAUST</b> 01:00 PM to 02:15 PM	<b>CL 252</b>	Burstin,Barbara Stern 3 Credits
In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.					
<b>10634</b>	<b>RELGST</b> Meets Reqs: HS	<b>RELGST 0283</b> TTh	<b>US AND THE HOLOCAUST</b> 02:30 PM to 03:45 PM	<b>CL 204</b>	Burstin,Barbara Stern 3 Credits
In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.					
<b>26259</b>	<b>RELGST</b> Meets Reqs: PH	<b>RELGST 0715</b> TTh	<b>PHILOSOPHY OF RELIGION</b> 11:00 AM to 12:15 PM	<b>CHVRN 154</b>	Bahler,Brock A 3 Credits
Are there good reasons for thinking that God exists? Are there good reasons for thinking that he doesn't? In this course we will examine the chief arguments for and against the existence of God, as well as other topics central to philosophy of religion: the nature of religious language, the relation of faith to reason and the use of religious experience as evidence. Members of the class will develop a working knowledge of the issues by reading and discussing traditional and contemporary authors. Lectures will be used to initiate and focus discussions.					
<b>27314</b>	<b>RELGST</b> Meets Reqs: PH	<b>RELGST 0715</b> MW	<b>PHILOSOPHY OF RELIGION</b> 03:00 PM to 04:15 PM	<b>LAWRN 104</b>	Bahler,Brock A 3 Credits
Are there good reasons for thinking that God exists? Are there good reasons for thinking that he doesn't? In this course we will examine the chief arguments for and against the existence of God, as well as other topics central to philosophy of religion: the nature of religious language, the relation of faith to reason and the use of religious experience as evidence. Members of the class will develop a working knowledge of the issues by reading and discussing traditional and contemporary authors. Lectures will be used to initiate and focus discussions.					
<b>22749</b>	<b>RELGST</b> Meets Reqs: HS REG	<b>RELGST 1120</b> TTh	<b>ORIGINS OF CHRISTIANITY</b> 02:30 PM to 03:45 PM	<b>CL 324</b>	Denova,Rebecca I 3 Credits
This course presents an historical-critical investigation of Christian origins. Special attention is paid to varieties of 1st century Hellenistic and Palestinian Judaism within the Greco-Roman world. Primary readings include selected Biblical passages and apocrypha, 1st century historians and philosophers (Josephus, Tacitus, Suetonius, and Philo), the New Testament corpus (including Paul and the Pastorals), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.					
<b>29611</b>	<b>RELGST</b> Meets Reqs: HS REG	<b>RELGST 1320</b> MW	<b>MEDIEVAL HISTORY 1</b> 03:00 PM to 04:15 PM	<b>LAWRN 107</b>	Archibald,Elizabeth Pitkin 3 Credits
Survey course in the social, political, economic, and religious history of Europe from the Diocletian reforms to the year 1000. Special attention to interpreting the primary documents and to integrating various areas of activity (e.g., economic and religious). Focus on France, England, Germany, and Italy.					
<b>29610</b>	<b>RELGST</b> Meets Reqs: REG	<b>RELGST 1455</b> TTh	<b>ISLAM IN EUROPE</b> 01:00 PM to 02:15 PM	<b>LANGY A214</b>	Jouili,Jeanette Selma Lotte 3 Credits
A description is not available at this time.					
<b>22675</b>	<b>SLAVIC</b> Meets Reqs: IFN COM	<b>SLAV 0660</b> Th	<b>SCI-FI: EAST AND WEST</b> 06:00 PM to 08:30 PM	<b>VICTO 117</b>	3 Credits
This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge.					
<b>11268</b>	<b>SLAVIC</b> Meets Reqs: IFN COM	<b>SLAV 0660</b> MW	<b>SCI-FI: EAST AND WEST</b> 04:30 PM to 05:45 PM	<b>CL G24</b>	3 Credits
This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge.					
<b>23520</b>	<b>SLAVIC</b>	<b>SLAV 0880</b>	<b>VAMPIRE: BLOOD AND EMPIRE</b>		Brady,Joel Christopher

Meets Reqs: REG TTh 04:00 PM to 05:15 PM WWPB 1500 3 Credits

This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them.

<b>11267</b>	<b>SLAVIC</b> Meets Reqs: REG	<b>SLAV 0880</b> MW	<b>VAMPIRE: BLOOD AND EMPIRE</b> 04:30 PM to 05:45 PM	<b>ALUM</b> <b>7AUD</b>	Wisnosky, Marc 3 Credits
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This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them.

<b>18947</b>	<b>SLAVIC</b> Meets Reqs: LIT COM	<b>SLAV 1225</b> MW	<b>CROS CLTL REPRSTN PRISON 20THC</b> 04:30 PM to 05:45 PM	<b>CL 151</b>	Wright, Jarrell D 3 Credits
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This course examines artistic works produced in prison and artistic works about prison, addressing both the allure of the criminal world as a form of entertainment and the function of art within prison as escapism and survival technique. In structure the course is broken into three parts: the first part concentrates on prison writings and criminal culture in America; the second part focuses on the forced-labor camp system known as the Gulag in the Soviet Union; and the third part examines Europe (Germany and Eastern Europe) during the Holocaust.

<b>29747</b>	<b>SOC</b> Meets Reqs: GLO	<b>SOC 0005</b> TTh	<b>SOCIETIES</b> 01:00 PM to 02:15 PM	<b>LAWRN 105</b>	Singh, Vijai P 3 Credits
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This course offers an introduction to society and culture in international perspective. We will explore how people organize their social life in different societies, by comparing social behavior and institutions, cultural and political economy in different parts of the world. We will broaden our understanding of people who live in different national, social -cultural environments.

<b>11544</b>	<b>SOC</b> Meets Reqs: GLO	<b>SOC 0005</b> MW	<b>SOCIETIES</b> 12:00 PM to 12:50 PM	<b>FKART 125</b>	Epitropoulos, Mike F 3 Credits
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This course examines complex social, economic, political, and cultural issues across societies around the world. In this course we discuss the American (US) Criminal Justice System, Drinking on US College Campuses, Media and Hip Hop music. We introduce fundamental, core sociological concepts in examining these three micro- areas of study. Beyond that we bridge the three thematic areas in subtle ways that weave our sociological analysis with depth and by introducing cross-cultural links. This globalization component is a powerful example of how connected our world is. The format utilizes lectures, recitations, and assignments.

<b>11784</b>	<b>SOC</b> Meets Reqs: SS IFN GLO	<b>SOC 0317</b> MWF	<b>GLOBALIZATION</b> 10:00 AM to 10:50 AM	<b>WWPB 2200</b>	McDermott, Joshua Lew 3 Credits
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The aim of this course is to introduce students to the broad spectrum of histories and theories of global civilization. This includes examining processes of expansion and interconnections in social, economic, political, and cultural life across various societies. In this respect, today's globalization is approached as a process with deep roots in the comparative history of civilizations, and not simply as a contemporary phenomenon. Parallels to contemporary processes of globalization can be seen in the spread of trade routes, world religions, common languages, habits, manners, fashions, lifestyles, ideas and ideologies. These have foundations in migrations, conquests, ancient world systems, discoveries, travels, and economic networks no less profound in the past than in the present.

<b>27472</b>	<b>SOC</b> Meets Reqs: SS HS COMREG W	<b>SOC 1319</b> W	<b>IMMIGRATION</b> 06:00 PM to 08:30 PM	<b>WWPB 2200</b>	Moss, Dana Marie 3 Credits
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This course will examine the causes and consequences of migration, the experiences of populations who undergo displacement and resettlement, and common myths and debates surrounding this topic. While migration encompasses intra-state movement, this class will focus on border crossing between nation states. As a writing-intensive course, students will be required to write and revise analytical papers; become versed in contemporary current events within and outside of the US context; and conduct a fieldsite visit exploring past or present immigration issues in Pittsburgh. The course will cover the social construction of borders, identities, and citizenship; differences in the categories distinguishing migrants from one another; the factors fueling migration and the consequences of cross-border movement; labor exploitation; women's issues; impacts on health; institutional responses and contexts of reception; generational and cultural issues; the criminalization of migrants and refugees; and how immigrant groups mobilize to contest their oppression. Grades will be based on attendance, evidence of reading and participation, and writing assignments and revision.

<b>11081</b>	<b>THEA</b> Meets Reqs: LIT	<b>THEA 0810</b> TTh	<b>INTRODUCTION TO DRAMATIC ART</b> 01:00 PM to 02:15 PM	<b>CL 253</b>	3 Credits
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This course is an introduction to the study of dramatic texts both in their written and live forms. We will engage various approaches to script analysis in our exploration of a selective set of plays from theatre's long and enduring history. We will consider the relationships between different employments of storytelling and the historical circumstances that influenced them. Remaining always conscious of dramatic art's home on the stage, we will attend and evaluate live performances. Students will apply concepts learned in class through written and oral individual and group assignments.

<b>10552</b>	<b>THEA</b>	<b>THEA 0810</b>	<b>INTRODUCTION TO DRAMATIC ART</b>		
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	Meets Reqs: LIT	MWF	02:00 PM to 02:50 PM	CL 304	3 Credits
This course is an introduction to the study of dramatic texts both in their written and live forms. We will engage various approaches to script analysis in our exploration of a selective set of plays from theatre's long and enduring history. We will consider the relationships between different employments of storytelling and the historical circumstances that influenced them. Remaining always conscious of dramatic art's home on the stage, we will attend and evaluate live performances. Students will apply concepts learned in class through written and oral individual and group assignments.					
<b>29319</b>	<b>THEA</b> Meets Reqs: LIT MA HS COM	<b>THEA 1341</b> MWF	<b>WORLD THEATRE: 500 BCE TO 1640</b> 10:00 AM to 10:50 AM	<b>CL G24</b>	3 Credits
World Theatre 500 BCE to 1640 investigates histories of theatre and performance (scripts, embodiment, design, audiences, conventions, cultural functions, etc.) within local and global social, artistic and political contexts, from classical Athens to Edo Japan, colonial Mexico City to Shakespeare's Globe. The course focuses on evidence and interpretation as well as historical causation.					
<b>29320</b>	<b>THEA</b>	<b>THEA 2205</b> MWF	<b>WORLD THEATRE: 500 BCE TO 1640</b> 10:00 AM to 10:50 AM	<b>CL G24</b>	3 Credits
World Theatre 500 BCE to 1640 investigates histories of theatre and performance (scripts, embodiment, design, audiences, conventions, cultural functions, etc.) within local and global social, artistic and political contexts, from classical Athens to Edo Japan, colonial Mexico City to Shakespeare's Globe. The course focuses on evidence and interpretation as well as historical causation.					
<b>12423</b>	<b>CBA-DEAN</b>	<b>BUSECN 1508</b> TTh	<b>INT'L ECON FOR MANAGR</b> 12:30 PM to 01:45 PM	<b>MERVS B60</b>	Blair, Andrew R 3 Credits
A description is not available at this time.					
<b>12395</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b>	<b>INTERNATIONAL MARKETING</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Schultz, Bryan Paul Whitehead, Jeffrey Robert 3 Credits
A description is not available at this time.					
<b>24092</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b>	<b>INTERNATIONAL MARKETING</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Schultz, Bryan Paul Whitehead, Jeffrey Robert 3 Credits
A description is not available at this time.					
<b>28582</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b>	<b>INTERNATIONAL MARKETING</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead, Jeffrey Robert 3 Credits
A description is not available at this time.					
<b>28586</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b>	<b>INTERNATIONAL MARKETING</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead, Jeffrey Robert 3 Credits
A description is not available at this time.					
<b>12387</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b> W	<b>INTERNATIONAL MARKETING</b> 06:30 PM to 09:00 PM	<b>MERVS 209</b>	Whang, Yun-Oh 3 Credits
A description is not available at this time.					
<b>24084</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Schultz, Bryan Paul Whitehead, Jeffrey Robert 3 Credits
A description is not available at this time.					
<b>24089</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Schultz, Bryan Paul Whitehead, Jeffrey Robert 3 Credits
A description is not available at this time.					
<b>28583</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead, Jeffrey Robert 3 Credits
A description is not available at this time.					
<b>28588</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead, Jeffrey Robert 3 Credits
A description is not available at this time.					

<b>12443</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b> MW	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 12:30 PM to 01:45 PM	<b>SENSQ 2400</b>	Jones, Raymond E 3 Credits
A description is not available at this time.					
<b>12499</b>	<b>ADMJ</b>	<b>ADMJ 1245</b> Th	<b>TERRORISM</b> 02:30 PM to 04:55 PM	<b>LAWRN 107</b>	Bober, Mitchell S 3 Credits
This course focuses upon the social, political, economic and philosophical reasons for the development and spread of terrorism throughout the world, and examines potential dangers inherent in these practices and possible means of solutions to them. Special attention will be given each term to domestic and international acts of terror that affect American citizens, interests, and policies.					
<b>12490</b>	<b>ADMJ</b>	<b>ADMJ 1245</b> T	<b>TERRORISM</b> 06:00 PM to 08:30 PM	<b>WWPH 1501</b>	Fitzgerald, John 3 Credits
This course focuses upon the social, political, economic and philosophical reasons for the development and spread of terrorism throughout the world, and examines potential dangers inherent in these practices and possible means of solutions to them. Special attention will be given each term to domestic and international acts of terror that affect American citizens, interests, and policies.					
<b>27201</b>	<b>PIA</b>	<b>PIA 2021</b> W	<b>INTERNATIONAL AFFAIRS</b> 09:00 AM to 11:50 AM	<b>WWPH 3415</b>	Condra, Luke N 3 Credits
<b>27353</b>	<b>PIA</b>	<b>PIA 2096</b> Th	<b>CAPSTONE SEMINAR:</b> 03:00 PM to 05:55 PM	<b>WWPH 3200</b>	Themudo, Nuno Da Silva 3 Credits
<b>30490</b>	<b>PIA</b>	<b>PIA 2096</b> Th	<b>CAPSTONE SEMINAR:</b> 03:00 PM to 06:00 PM	<b>WWPH 3430</b>	Deitrick, Sabina E 3 Credits
<b>28178</b>	<b>PIA</b>	<b>PIA 2096</b> W	<b>CAPSTONE SEMINAR:</b> 06:00 PM to 09:00 PM	<b>WWPH 3430</b>	Williams, Philip 3 Credits
<b>18830</b>	<b>PIA</b>	<b>PIA 2301</b> T	<b>INTERNATIONAL POLITICAL ECONMY</b> 09:00 AM to 11:50 AM	<b>WWPH 3200</b>	3 Credits
<b>25315</b>	<b>PIA</b>	<b>PIA 2303</b> Th	<b>SECURITY &amp; INTELLGNC STUDIES</b> 06:00 PM to 08:55 PM	<b>WWPH 3800</b>	Grauer, Ryan Daniel 3 Credits
<b>23177</b>	<b>PIA</b>	<b>PIA 2319</b> W	<b>INTERNATIONAL TRADE</b> 03:00 PM to 05:55 PM	<b>WWPH 3800</b>	Lewin, Michael 3 Credits
<b>29375</b>	<b>PIA</b>	<b>PIA 2350</b> Th	<b>POLITICS OF INTRNATNAL TRADE</b> 09:00 AM to 11:50 AM	<b>WWPH 3800</b>	3 Credits
<b>13551</b>	<b>PIA</b>	<b>PIA 2363</b> T	<b>INTERNATIONAL HISTORY</b> 09:00 AM to 11:55 AM	<b>WWPH 3431</b>	Skinner, Charles B 3 Credits
<b>19576</b>	<b>PIA</b>	<b>PIA 2363</b> T	<b>INTERNATIONAL HISTORY</b> 03:00 PM to 05:55 PM	<b>WWPH 3610</b>	Skinner, Charles B 3 Credits
<b>23819</b>	<b>PIA</b>	<b>PIA 2374</b> Th	<b>THEORY OF INTRNATNAL RELATION</b> 09:30 AM to 11:50 AM	<b>WWPH 4430</b>	Gochman, Charles S 3 Credits
<b>23817</b>	<b>PIA</b>	<b>PIA 2382</b> T	<b>THEORY &amp; CONCPPTS COMP POLITICS</b> 12:00 PM to 02:00 PM	<b>WWPH 4430</b>	Peters, B. Guy 3 Credits
<b>17514</b>	<b>PIA</b>	<b>PIA 2387</b> Th	<b>NATO AND ALLIANCE MANAGEMENT</b> 09:00 AM to 11:55 AM	<b>WWPH 3431</b>	Skinner, Charles B 3 Credits
<b>13655</b>	<b>LAW</b>	<b>LAW 2469</b>	<b>FRENCH FOR LAWYERS 1</b>		Desandre Navarre, Cecile Claude Liberatore, Beth Terese Horensky, Jaime M

		W	06:00 PM to 07:50 PM	LAW G12	2 Credits
<b>13677</b>	<b>LAW</b>	<b>LAW 2475</b>	<b>SPANISH FOR LAWYERS</b>		Bozzo,Eduardo H. Liberatore,Beth Terese Horensky,Jaime M 2 Credits
		W	06:30 PM to 08:20 PM	LAW G18	
<b>24655</b>	<b>LAW</b>	<b>LAW 5043</b>	<b>INT'L COMMERCIAL ARBITRATION</b>		Brand,Ronald A Liberatore,Beth Terese Horensky,Jaime M 3 Credits
		TTh	09:00 AM to 10:15 AM	LAW 107	
<b>13633</b>	<b>LAW</b>	<b>LAW 5469</b>	<b>FRENCH FOR LAWYERS 1</b>		Desandre Navarre,Cecile Claude Liberatore,Beth Terese Horensky,Jaime M 2 Credits
		W	06:00 PM to 07:50 PM	LAW G12	
<b>13626</b>	<b>LAW</b>	<b>LAW 5475</b>	<b>SPANISH FOR LAWYERS 1</b>		Bozzo,Eduardo H. Liberatore,Beth Terese Horensky,Jaime M 2 Credits
		W	06:30 PM to 08:20 PM	LAW G18	
<b>19109</b>	<b>LAW</b>	<b>LAW 5986</b>	<b>INTERNATIONAL ARBITRATION SEM</b>		Curran,Vivian Liberatore,Beth Terese Horensky,Jaime M 3 Credits
		T	02:00 PM to 03:50 PM	LAW G46	