



## CERTIFICATE IN WEST EUROPEAN STUDIES



### Approved Courses for Fall 2017

The European Studies Center is pleased to provide you with a copy of our course offerings for fall 2017 (2181). 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 are designed to enable students to major in any discipline and to complement that major 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>29660</b>	<b>ANTH</b>	<b>ANTH 0534</b>	<b>PREHSTRC FDS OF EURPN CIVILZTN</b>	Hanks,Bryan K
	Meets Reqs: HSÁáREGá	TTh	01:00 PM to 02:15 PM VICTO 123	3 Credits
This course surveys European prehistory from the early peopling of the European landmass until the fall of the Roman Empire and the rise of Vikings and Anglo-Saxons. Geographical coverage will include Western, Central and Eastern Europe and southern areas including parts of the Mediterranean and Aegean. Emphasis will be placed on investigating major changes in social organization, cultural contact and exchange, technology and economy. Key developments covered will include the rise of complex hunter-gatherer-forager communities in the Post-glacial period, the emergence and spread of agriculture and megalith building in the Neolithic, the impact of metallurgy, Iron Age 'Celtic' developments, the expansion, influence and collapse of the Roman Empire, and the rise of the post-Roman World with Viking and Anglo-Saxon migration and colonization processes. This course will provide a foundation for students interested in archaeology, history, ethnic history, art history and classics.				
<b>25726</b>	<b>ANTH</b>	<b>ANTH 1447</b>	<b>LANGUAGE, CULTURE, AND SOCIETY</b>	Brown,Laura C
	Meets Reqs: áW	MW	03:00 PM to 04:15 PM WWPB 3300	3 Credits
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.				
<b>27348</b>	<b>CGS</b>	<b>CLASS 0010</b>	<b>GREEK CIVILIZATION</b>	Newell,John F
	Meets Reqs: áREGá	W	06:00 PM to 08:30 PM CL 337	3 Credits
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>24621</b>	<b>CGS</b>	<b>CLASS 1430</b>	<b>ORIGINS OF CHRISTIANITY</b>	Denova,Rebecca I
	Meets Reqs: HSÁáREGá	T	06:00 PM to 08:30 PM CL G13	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>24672</b>	<b>CGS</b>	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b>	Bagley,Sarah Caroline
	Meets Reqs: LITÁáá		12:00 AM to 12:00 AM WEBTBA	3 Credits
What is literature? Is it meant to educate? Inspire? Heal? Entertain? Transcend or confront? Do the meanings found in a literary work come out of the individual reader's knowledge and experience, the author's intentions, or the structure and style of the work? In this course, we will engage such questions while reading a selection of poetry, fiction, and drama. These readings, from various historical periods and socio-cultural contexts, will be the basis for an exploration into the differences-often blurry and changeable-between "literary" and "non-literary" writing. At the same time, as we consider the uses, qualities, and effects of literature, we will examine, apply, and reflect upon a set of strategies for reading challenging creative works.				
<b>24630</b>	<b>CGS</b>	<b>GER 1502</b>	<b>INDO-EUROPEAN FOLKTALES</b>	Stender,Uwe
	Meets Reqs: LITÁáREGá		12:00 AM to 12:00 AM WEBTBA	3 Credits
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>24673</b>	<b>CGS</b>	<b>HAA 0010</b>	<b>INTRODUCTION TO WORLD ART</b>	Harkness,Kristen Marie
	Meets Reqs: MAÁáCOMá		12:00 AM to 12:00 AM WEBTBA	3 Credits
From ancient to modern times, works of art can be understood as significant cultural documents. This introductory course, designed for students with no previous background in art or art history, is intended to demonstrate how to interpret works of art and architecture. The course will focus on selected works of art produced world-wide, relating them to their historical context. The class will be taught through illustrated lectures and class discussions. In the broadest light, the course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as both aesthetic objects and historic documents.				
<b>24632</b>	<b>CGS</b>	<b>HIST 0100</b>	<b>WESTERN CIVILIZATION 1</b>	Ricketts,Jessica Jordan
	Meets Reqs: HSÁáREGá	M	06:00 PM to 08:30 PM CL 230	3 Credits

The study of others leads back to ourselves. We learn about men and women from the past in order to compare their experiences to our own, hoping that the comparisons will make us more aware of the opportunities and limitations of present-day life. As an introduction to history, this course tries to suggest the excitement and uncertainties of studying the past. We begin in the ancient world and continue through Renaissance and Reformation to the eve of industrial revolution. Students are trained to pose historical questions, to frame arguments about changes in society, and to recognize the limits of historical knowledge.

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<b>27352</b>	<b>CGS</b>	<b>HIST 1124</b>	<b>NORTHERN IRELAND</b>	Novosel,Anthony Stephen
	Meets Reqs: HSÁáREGá	W	06:00 PM to 08:30 PM CL 142	3 Credits

This course will examine the roots of the "Troubles" and to understand how and why the Troubles began in the 1960's; To examine and understand how and why ordinary people on both sides of the conflict took up in arms to fight what they each saw as a "just war;" To analyze and understand how Northern Ireland moved from the 25 years of military conflict to the political compromise of the "Good Friday" agreement in 1998. There are no formal prerequisites, although a previous history course would be helpful. You should be confident in your writing skills and possess a willingness to read and to critically analyze historical material. You will also need computer and Internet skills, as the workbook and the entire syllabus will be online and I will keep in touch with you by e-mail. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates 9/12, 9/19, 10/3, 10/17, 11/7, 11/21, 12/5/2009 .

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<b>24622</b>	<b>CGS</b>	<b>HIST 1775</b>	<b>ORIGINS OF CHRISTIANITY</b>	Denova,Rebecca I
	Meets Reqs: HSÁáREGá	T	06:00 PM to 08:30 PM CL G13	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.

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<b>24639</b>	<b>CGS</b>	<b>MUSIC 0211</b>	<b>INTRO TO WESTERN ART MUSIC</b>	Wright,Bryan Sheldon
	Meets Reqs: MAÁHSÁáá	T	06:00 PM to 08:30 PM MUSIC 132	3 Credits

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.

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<b>27354</b>	<b>CGS</b>	<b>PHIL 0300</b>	<b>INTRODUCTION TO ETHICS</b>	Strom,Gregory B.
	Meets Reqs: PHÁáá	Th	06:00 PM to 08:30 PM CL 113	3 Credits

In deciding how to act, we frequently guide ourselves by general principles, which forbid or require various kinds of action. Moral philosophy is the attempt to explore systematically a number of questions which arise in connection with such principles. We may ask, for example: What is it for a principle to be a moral principle? Is there one uniquely correct moral code, or is morality a matter of personal preference? What candidates for moral principles can be defended? Why should I be moral? The course will examine several of these questions and the answers suggested by classic moral philosophers such as Kant and Mill. We will also consider discussions of these issues by contemporary philosophers, as well as a concrete moral problem such as abortion. Throughout the course, emphasis will be placed on learning how to criticize and evaluate moral and philosophical claims, as well as developing and deepening one's own views. By examining the nature of morality, we can better decide how to live. Description from a previous instructor.

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<b>24641</b>	<b>CGS</b>	<b>PS 0500</b>	<b>WORLD POLITICS</b>	
	Meets Reqs: SSÁáGLOá		12:00 AM to 12:00 AM WEBTBA	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.

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<b>24641</b>	<b>CGS</b>	<b>PS 0500</b>	<b>WORLD POLITICS</b>	
	Meets Reqs: SSÁáGLOá	Sa	09:30 AM to 12:30 PM CL 306	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.

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<b>24623</b>	<b>CGS</b>	<b>RELGST 1120</b>	<b>ORIGINS OF CHRISTIANITY</b>	Denova,Rebecca I
	Meets Reqs: HSÁáREGá	T	06:00 PM to 08:30 PM CL G13	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.

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<b>24645</b>	<b>CGS</b>	<b>SLAV 0880</b>	<b>VAMPIRE: BLOOD AND EMPIRE</b>	
	Meets Reqs: áREGá	Su	01:00 PM to 04:00 PM CL G18	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>24645</b>	<b>CGS</b> Meets Reqs: áREGá	<b>SLAV 0880</b> Sa	<b>VAMPIRE: BLOOD AND EMPIRE</b> 01:00 PM to 04:00 PM CL G18	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>27904</b>	<b>CLASS</b> Meets Reqs: áREGá	<b>CLASS 0010</b> TTh	<b>GREEK CIVILIZATION</b> 02:30 PM to 03:45 PM FKART 203	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>19972</b>	<b>CLASS</b> Meets Reqs: áREGá	<b>CLASS 0010</b> MW	<b>GREEK CIVILIZATION</b> 04:30 PM to 05:45 PM FKART 203	Weaver,Carrie L 3 Credits
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The innovations and advances of the Greeks provided the intellectual foundation for western civilization. This undergraduate course surveys the major achievements of the ancient Greek world from its earliest beginnings in the Bronze Age (ca. 3000 BCE) to the age of Alexander and his Hellenistic successors (ca. 100 BCE). In particular, emphasis will be placed on Greek literature, politics, historical writing, religion, philosophy, medicine, architecture, and visual arts. The course will conclude with a discussion of the ways in which ancient Greek culture has remained relevant to Western civilization from antiquity until the modern day.

<b>29449</b>	<b>CLASS</b> Meets Reqs: áREGá	<b>CLASS 0020</b> W	<b>ROMAN CIVILIZATION</b> 06:00 PM to 08:30 PM CL 363	Newell,John F 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>11392</b>	<b>CLASS</b> Meets Reqs: áREGá	<b>CLASS 0030</b> TTh	<b>MYTHOLOGY IN THE ANCIENT WORLD</b> 02:30 PM to 03:45 PM BENDM G36	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>29696</b>	<b>CLASS</b> Meets Reqs: áREGá	<b>CLASS 0330</b> W	<b>MYTH AND SCIENCE</b> 06:00 PM to 08:30 PM CL 304	Novick,Aaron Michael 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.

<b>29622</b>	<b>CLASS</b> Meets Reqs: MAáEXáHSáIFNááCOMá	<b>CLASS 0400</b> T	<b>ANCIENT EMPIRES</b> 06:00 PM to 08:30 PM FKART 204	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.

<b>25885</b>	<b>CLASS</b>	<b>CLASS 0500</b>	<b>ANCIENT ART</b>	Eppihimer,Melissa Ann
	Meets Reqs: MAáEXááCOMá	TTh	09:30 AM to 10:45 AM FKART 202	3 Credits

The Mediterranean Sea is a lake and its shores have produced many important cultures and artistic traditions. The course will survey the artistic and cultural traditions of the Near East (Mesopotamia, Egypt, Turkey, Iran) and the Aegean, from the Neolithic to the Persian Empire. Special attention will be paid to: 1) the relationship between the artistic traditions of these areas and the societies which produced them, and 2) the way in which influences from one culture were transformed by another.

<b>29624</b>	<b>CLASS</b>	<b>CLASS 0618</b>	<b>DEATH IN THE ANCIENT WORLD</b>	Weaver,Carrie L
	Meets Reqs: MAááCOMá	MW	03:00 PM to 04:15 PM FKART 125	3 Credits

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>25888</b>	<b>CLASS</b>	<b>CLASS 1130</b>	<b>CLASSICAL MYTHOLOGY &amp; LIT</b>	Hoenig,Christina Maria
	Meets Reqs: EXááREGá	TTh	11:00 AM to 12:15 PM CL 349	3 Credits

This course will be taught essentially as a literature course; that is to say, attention will be focused on how various authors of classical (chiefly Greek) antiquity used the traditional figures and stories of their culture's mythology in order to say things of lasting value about the conditions and problems of human life. We shall begin with the emergence of the cosmos as recounted in Hesiod's Theogony and then take up each of the major Olympian dieties in turn, studying the ways in which they are depicted in other works of Greek literature, including the Homeric Hymns, various plays by Aeschylus and Euripides, and Homer's Odyssey .

<b>27061</b>	<b>CLASS</b>	<b>CLASS 1142</b>	<b>ANCIENT EPIC</b>	Korzeniewski,Andrew J.
	Meets Reqs: EXááá	TTh	04:00 PM to 05:15 PM CL 327	3 Credits

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>20008</b>	<b>CLASS</b>	<b>CLASS 1210</b>	<b>GREEK HISTORY</b>	Bromberg,Jacques Albert
	Meets Reqs: HSááREGá	TTh	01:00 PM to 02:15 PM CL 232	3 Credits

How did the inhabitants of hundreds of small and quarrelsome cities in a poor, Mediterranean peninsula collaborate to produce one of human history's most innovative and influential civilizations? To answer that, we 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, and consider the many political and cultural institutions that made this age unique. We will focus particularly on the growth and intertwined histories of the Greek city-states (especially Athens and Sparta), their encounters with the Persian Empire, their conflicts with each other, and their efforts to cope with the rising power of Macedon. All readings will be in English

<b>24409</b>	<b>CLASS</b>	<b>CLASS 1312</b>	<b>PLATO</b>	Gelber,Jessica Louise
	Meets Reqs: á	TTh	04:00 PM to 05:15 PM CL 144	3 Credits

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>23252</b>	<b>CLASS</b>	<b>CLASS 1430</b>	<b>ORIGINS OF CHRISTIANITY</b>	Denova,Rebecca I
	Meets Reqs: HSááREGá	TTh	02:30 PM to 03:45 PM CL 232	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>29472</b>	<b>CLASS</b> Meets Reqs: á	<b>GREEK 1416</b> MW	<b>ADV READINGS IN GREEK HISTNS</b> 03:00 PM to 04:15 PM CL 314	3 Credits
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A description is not available at this time.

<b>11349</b>	<b>COMM</b> Meets Reqs: á	<b>COMMRC 1151</b>	<b>BRITISH BROADCASTING TODAY</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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This course will aim to give students an overview of the contemporary British Media industry. It will set the wider social and political contexts and examine the historical development of the UK's distinctive media culture. The primary focus will be on the broadcast and print sectors. Reference will be made to current debates concerning content and structural regulation and preparations for digital futures.

<b>20357</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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<b>28525</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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<b>28526</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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<b>10825</b>	<b>ECON</b> Meets Reqs: áCOMá	<b>ECON 0500</b> TTh	<b>INTRO INTERNATIONAL ECONOMICS</b> 09:30 AM to 10:45 AM VICTO 129	Maksymenko,Svitlana 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.

<b>30400</b>	<b>ECON</b> Meets Reqs: áCOMá	<b>ECON 0500</b> TTh	<b>INTRO INTERNATIONAL ECONOMICS</b> 11:00 AM to 12:15 PM VICTO 129	Maksymenko,Svitlana 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.

<b>30433</b>	<b>ECON</b> Meets Reqs: á	<b>ECON 1510</b> MW	<b>INTERMEDT INTERNATIONAL FINANC</b> 03:00 PM to 04:15 PM CL G13	3 Credits
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This course provides an in depth analysis of international monetary economics and related topics in the area of international finance. Topics to be covered include exchange rate determination, balance of payments problems, the foreign exchange market, open economy macroeconomic policy making, and the international monetary system.

<b>22679</b>	<b>ENGLISH</b> Meets Reqs: á	<b>ENGFLM 1190</b>	<b>BRITISH FILM</b> 12:00 AM to 12:00 AM TBA	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.

<b>11480</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0300</b> W	<b>INTRODUCTION TO LITERATURE</b> 06:00 PM to 08:30 PM CL 249	3 Credits
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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>11481</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0300</b> MWF	<b>INTRODUCTION TO LITERATURE</b> 02:00 PM to 02:50 PM	<b>CL 236</b>	<b>3 Credits</b>
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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>16055</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0315</b> T	<b>READING POETRY</b> 06:00 PM to 08:30 PM	<b>CL 216</b>	<b>3 Credits</b>
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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?

<b>12405</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0315</b> MW	<b>READING POETRY</b> 04:30 PM to 05:45 PM	<b>CL 352</b>	<b>Gwiazda,Piotr K</b> <b>3 Credits</b>
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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?

<b>11201</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0315</b> MWF	<b>READING POETRY</b> 12:00 PM to 12:50 PM	<b>CL 249</b>	<b>3 Credits</b>
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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?

<b>11886</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0325</b> TTh	<b>THE SHORT STORY</b> 01:00 PM to 02:15 PM	<b>CL 142</b>	<b>3 Credits</b>
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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>11614</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0325</b> M	<b>THE SHORT STORY</b> 06:00 PM to 08:30 PM	<b>CL 208B</b>	<b>3 Credits</b>
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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>16729</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0325</b> MW	<b>THE SHORT STORY</b> 04:30 PM to 05:45 PM	<b>CL 230</b>	<b>3 Credits</b>
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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>10293</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0500</b> T	<b>INTRO TO CRITICAL READING</b> 06:00 PM to 08:30 PM	<b>CL 306</b>	<b>Satyavolu,Uma</b> <b>Ramana</b> <b>3 Credits</b>
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The purpose of this course is to introduce students to the practice of reading intelligently and critically--that is, to help students acquire the skills to interpret texts ('close reading') and to evaluate interpretations offered by others (critical analysis). To this end, students will familiarize themselves with the schools and movements of literary theory and criticism, and understand the important critical debates and issues. But most importantly, they will study texts from various periods as well as critical essays about those texts in order to understand the nature and practice of literary criticism. This is an ambitious and, in some respects, a daunting undertaking: students will be expected to learn how to read texts, at the same time as they learn how to read and evaluate scholarly 'readings' of those texts. Ultimately, this course aims to make the student familiar with what Gramsci calls 'the intense labor of criticism.'The Norton Anthology of Literary Theory and Criticism 2nd edition (Norton 2010) ISBN 978-0-393-932928Charlotte Bronte, Jane Eyre (Norton Critical edition) (Norton 2000; 3rd edition) ISBN 978-0-393975420T.S. Eliot, The Waste Land (Norton Critical Edition) (Norton 2000; First Edition) ISBN 978-0-0393974997William Shakespeare, Othello (Norton edition) ISBN 978-0-393976151 paperback edition

<b>10642</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0500</b> TTh	<b>INTRO TO CRITICAL READING</b> 09:30 AM to 10:45 AM	<b>CL 242</b>	<b>3 Credits</b>
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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>10294</b>	<b>ENGLISH</b> Meets Reqs: LITáááW	<b>ENGLIT 0500</b> MWF	<b>INTRO TO CRITICAL READING</b> 01:00 PM to 01:50 PM CL 237	3 Credits
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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>11359</b>	<b>ENGLISH</b> Meets Reqs: LITááá	<b>ENGLIT 0560</b> T	<b>CHILDREN AND CULTURE</b> 11:00 AM to 12:50 PM CL 332	Gill-Peterson, Julian 3 Credits
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This course will examine the relationship between children and culture from the eighteenth century to the present, focusing primarily on the United States. We will emphasize how childhood is a historically and socially constructed category informed by cultural values and norms. Learning to closely read and analyze cultural representations of children does not tell us what childhood is 'really like,' but nor is it pure fiction and fantasy. The methods of reading and writing developed in this course will help students understand how images, sounds, texts, ideas, and norms comes to define what we think a child is, affecting the lives of actual children. We will focus especially on how the categories of the child and childhood have been gendered, racialized, and sexualized. We will also consider how children interact with, reinforce, and challenge cultural representations and norms through the concept of performance.

<b>11007</b>	<b>ENGLISH</b> Meets Reqs: LITáHSááá	<b>ENGLIT 0562</b> MW	<b>CHILDHOOD'S BOOKS</b> 03:00 PM to 04:15 PM CL 208A	Bickford, Tyler 3 Credits
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This course examines writing for young people from 1600 to the present. We will consider how representations of childhood in literature change over time and in response to specific historical and cultural events, with special focus on themes of innocence, fantasy, and gender. Readings will include children's literature "classics," such as The Secret Garden, Alice in Wonderland, and Peter Pan, as well as contemporary works like Harry Potter and the Sorcerer's Stone, as well as a selection of picture books.

<b>11404</b>	<b>ENGLISH</b> Meets Reqs: LITáHSááá	<b>ENGLIT 0562</b> MWF	<b>CHILDHOOD'S BOOKS</b> 01:00 PM to 01:50 PM CL 221	Gryctko, Mary Gwendolyn 3 Credits
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This course examines writing for young people from the 1800s to the present. 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. We will spend significant time discussing and deconstructing constructions of childhood in these specific contexts. In this course, we will read texts from the 'Golden Age of Children's Literature,' such as Peter Pan, as well as more contemporary works for young readers such as The Graveyard Book and Goosebumps. "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>11167</b>	<b>ENGLISH</b>	<b>ENGLIT 0580</b>	<b>INTRODUCTION TO SHAKESPEARE</b> 12:00 AM to 12:00 AM TBA	Whitehead, Jeffrey Robert 3 Credits
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<b>11146</b>	<b>ENGLISH</b> Meets Reqs: LITááá	<b>ENGLIT 0580</b> TTh	<b>INTRODUCTION TO SHAKESPEARE</b> 04:00 PM to 05:15 PM CL 252	Breight, Curtis C 3 Credits
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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>11046</b>	<b>ENGLISH</b> Meets Reqs: LITááá	<b>ENGLIT 0580</b> MW	<b>INTRODUCTION TO SHAKESPEARE</b> 04:30 PM to 05:45 PM CL 216	West, Michael D 3 Credits
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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>19627</b>	<b>ENGLISH</b> Meets Reqs: LITááá	<b>ENGLIT 0580</b> MWF	<b>INTRODUCTION TO SHAKESPEARE</b> 09:00 AM to 09:50 AM CL 142	3 Credits
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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>11483</b>	<b>ENGLISH</b> Meets Reqs: LITááREGá	<b>ENGLIT 0590</b> TTh	<b>FORMATIVE MASTERPIECES</b> 02:30 PM to 03:45 PM CL 317	Padunov, Vladimir 3 Credits
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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>25562</b>	<b>ENGLISH</b>	<b>ENGLIT 0625</b>	<b>DETECTIVE FICTION</b> 12:00 AM to 12:00 AM TBA	Whitehead, Jeffrey Robert 3 Credits
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<b>17670</b>	<b>ENGLISH</b>	<b>ENGLIT 0625</b>	<b>DETECTIVE FICTION</b>	Satyavolu,Uma Ramana 3 Credits
	Meets Reqs: LITááá	TTh	04:00 PM to 05:15 PM CL 208A	
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>11482</b>	<b>ENGLISH</b>	<b>ENGLIT 0625</b>	<b>DETECTIVE FICTION</b>	Glazener,Nancy K 3 Credits
	Meets Reqs: LITááá	TTh	02:30 PM to 03:45 PM CL 213	
Detective fiction is booming: popular worldwide and across media, in traditional forms and a myriad of adaptations. An elegant drawing room full of nervous suspects or a shabby office where there's a bottle of whiskey in a desk drawer is instantly familiar as part of the machinery of detection, and detective genres have developed and expanded this machinery to offer compelling ways of exploring social worlds and psychological states. Not surprisingly, a tradition famous for presenting hardboiled men and femme fatales offers a fascinating field for examining gender and sexuality as well as other axes of power, especially class and race. One of the form's attractions is its potential to explore social worlds that might be unfamiliar to readers and viewers: underworlds such as opium dens and mob networks but also distinctive communities and subcultures that detectives must explore to make sense of crimes committed in them. Another attraction is the likelihood that any official investigation will expose dangerous secrets, including ones unrelated to the crime being investigated. In these ways, works of detection tend to highlight the power relations in families, workplaces, and other networks and communities and the purposes secrets serve for those in and out of power. This section of the course will examine mainly print detective fiction in mainly the US and Great Britain, although we will pay some attention to films and TV and to detective fiction as a world genre. Cross-listed with the Gender, Sexuality, and Women's Studies Program, this section will introduce students to some strategies for analyzing gender and sexuality within the framework of intersectionality.				
<b>11571</b>	<b>ENGLISH</b>	<b>ENGLIT 0625</b>	<b>DETECTIVE FICTION</b>	Coles,Nicholas J 3 Credits
	Meets Reqs: LITááá	MW	03:00 PM to 04:15 PM CL 206	
This course will focus on the development of the modern detective novel, primarily British and American, from the late 19th century into the 21st. Detective and crime fiction is one of the most popular forms of narrative, appealing to writers and readers with diverse interests and ideologies. It can offer intense action, intellectual challenge, access to criminal underworlds, political and social critique, and exploration of the psyche. Our approach will be broadly historical, from the amateur sleuths of Edgar Allan Poe and Conan Doyle, through the American 'hard-boiled' private eye, to the 'police procedural' and work by contemporary writers who push the genre in new directions, including television and film. We will also examine the workings of gender, race, class and sexuality in detective fiction.				
<b>24133</b>	<b>ENGLISH</b>	<b>ENGLIT 0626</b>	<b>SCIENCE FICTION</b>	Fitzpatrick,Jessica Lynn 3 Credits
	Meets Reqs: LITááá	T	06:00 PM to 08:30 PM CL 349	
This course introduces students to science fiction as a realm of literary study. Students will engage with sci-fi's major writers, ideas, themes, and forms in order to explore how science fiction developed (and continues to grow) as a genre. Class discussions will help students to understand and use critical methods for the analysis of science fiction. While examining this mode of "popular literature," students will contend with questions of categorization, canonization, and community. "Science Fiction" offers students the chance to consider how an imaginative genre re-presents and extrapolates social, political, scientific, and technological elements of reality.				
<b>11572</b>	<b>ENGLISH</b>	<b>ENGLIT 0626</b>	<b>SCIENCE FICTION</b>	Glover,Geoffrey J 3 Credits
	Meets Reqs: LITááá	TTh	02:30 PM to 03:45 PM CL 230	
What lies beyond 'The Final Frontier'? Why does it matter if androids dream of electric sheep? What will our future look like and who will be there to enjoy it? What role does technology, ethics and/or politics play in imagining our future? Why has science fiction become such a central metaphor for our daily, lived experiences? Introduction to Science Fiction discusses them all! This course is designed to expose students to broad spectrum of science fiction. We will examine representative texts from each of the modern, roughly defined as the twentieth and twenty-first centuries, 'periods' of the genre. The class will discuss the ongoing debate surrounding the 'work' performed by the genre, as well as its themes, and stylistic movements. Whether you are a geek, or are geek-adjacent, this course has something for you!				
<b>18370</b>	<b>ENGLISH</b>	<b>ENGLIT 0636</b>	<b>THE GOTHIC IMAGINATION</b>	Whitney,Brenda Joy 3 Credits
	Meets Reqs: LITááá	TTh	02:30 PM to 03:45 PM CL 242	
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>29506</b>	<b>ENGLISH</b>	<b>ENGLIT 0725</b>	<b>INT TO TRANSLATION STUDIES</b>	Bove,Carol Mastrangelo 3 Credits
	Meets Reqs: á	TTh	02:30 PM to 03:45 PM CL 208A	
Reading World Literature as Translation. (No knowledge of a foreign language is required). This course introduces students to the study of world literature as translated texts. We examine different English versions of literary texts (including the new Google Translator version) and also films dealing with translation: Villeneuve's Arrival (2017) and Coppola's Lost in Translation (2003). You will learn about how gender shapes the rendering of texts into English, including controversial versions of sexuality and of the US: Kafka's Amerika, Beauvoir's America Day by Day and The Second Sex, as well as Anzaldua's Borderlands and Char's and Vallejo's poems. We read theories of translation from Spain, Mexico, Argentina, Russia, Africa, the US, and other cultures. You can choose your own world lit./film topic or write your own short story on translation for a major assignment. The course satisfies GEC Writing (pending approval), 2nd Lit/Arts/Creative Expression; Engl. Minor; Gender, Sexuality/Women's and the Latin American, as well as the Asian, African, and Russian/East European Studies certificate requirements.				

<b>24811</b>	<b>ENGLISH</b>	<b>ENGLIT 1100</b>	<b>MEDIEVAL IMAGINATION</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>29508</b>	<b>ENGLISH</b>	<b>ENGLIT 1100</b>	<b>MEDIEVAL IMAGINATION</b>	Rhodes,William McLeod 3 Credits
	Meets Reqs: EXááá	MW	04:30 PM to 05:45 PM CL G18	
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>24809</b>	<b>ENGLISH</b>	<b>ENGLIT 1103</b>	<b>INTRODUCTION TO OLD ENGLISH</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>24810</b>	<b>ENGLISH</b>	<b>ENGLIT 1115</b>	<b>CHAUCER</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>24808</b>	<b>ENGLISH</b>	<b>ENGLIT 1125</b>	<b>MASTRPCS OF RENAISSNC LIT</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>25118</b>	<b>ENGLISH</b>	<b>ENGLIT 1126</b>	<b>ADVANCED SHAKESPEARE</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>29510</b>	<b>ENGLISH</b>	<b>ENGLIT 1128</b>	<b>SHAKESPEARE'S SEXUALITIES</b>	Waldron,Jennifer Elizabeth 3 Credits
	Meets Reqs: EXááá	TTh	11:00 AM to 12:15 PM CL 213	
We will explore the representations of women in selected plays by Shakespeare in relation to cultural ideas about gender and sexuality. How do the plays dramatize or question beliefs about what is proper, natural, womanly, or manly? We will also discuss such topics as cross-gender disguise and the intersections of gender with race and class. We will consider Shakespeare's plays together with controversial works by other Renaissance writers, female and male, as well as with some recent attempts to rewrite the roles, plots, and cultural judgments about Shakespeare's women in new literature.				
<b>26842</b>	<b>ENGLISH</b>	<b>ENGLIT 1150</b>	<b>ENLIGHTENMENT TO REVOLUTION</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>29511</b>	<b>ENGLISH</b>	<b>ENGLIT 1150</b>	<b>ENLIGHTENMENT TO REVOLUTION</b>	Carr,Stephen L 3 Credits
	Meets Reqs: EXÁHSááá	TTh	01:00 PM to 02:15 PM CL 213	
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.				
<b>24807</b>	<b>ENGLISH</b>	<b>ENGLIT 1175</b>	<b>19TH CENTURY BRITSH LITERATURE</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>25117</b>	<b>ENGLISH</b>	<b>ENGLIT 1181</b>	<b>VICTORIAN NOVEL</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>11576</b>	<b>ENGLISH</b>	<b>ENGLIT 1199</b>	<b>TOPICS IN BRITISH LITERATURE</b>	Whitehead,Jeffrey Robert Maccabe,Colin

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

<b>24806</b>	<b>ENGLISH</b>	<b>ENGLIT 1325</b>	<b>MODERNISM</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>11168</b>	<b>ENGLISH</b>	<b>ENGLIT 1360</b>	<b>TOPICS IN 20TH CENTURY LIT</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>24803</b>	<b>ENGLISH</b>	<b>ENGLIT 1360</b>	<b>TOPICS IN 20TH CENTURY LIT</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>28879</b>	<b>ENGLISH</b> Meets Reqs: LITááá	<b>ENGLIT 1360</b> M	<b>TOPICS IN 20TH CENTURY LIT</b> 02:00 PM to 04:50 PM CL 239	Bove,Paul A 3 Credits
Cross-listed: ENGLIT 2067. In this seminar, students will read basic texts on the concepts of biopolitics and Biopower. The seminal works of Michel Foucault, The History of Sexuality, The Birth of Biopolitics, Discipline and Punish, and I, Pierre Rivière, having slaughtered my mother, my sister, and my brother: A Case of Parricide in the 19th Century, will form a foundation from which we will consider both their theoretical implications and the real-world milieu they attempt to describe. This seminar brings critical theory into close dialogue with forms of medical knowledge. To that end, we will also read Foucault, The Birth of the Clinic along with successor texts such as Achille Mbembe, 'Necropolitics,' and Paul B. Preciado, Testo Junkie. We will read some high literature by authors such as Kafka and Mann along with a variety of texts constructing the body vis-à-vis drugs (licit and il-), disease, treatment, medicalized gender and sexuality, and the discourses and practices of medicine upon 'pathologies.' We will deploy these texts to interrogate and alienate each other as well as our own conceptions of medicine and its ambitions for the human.				
<b>24805</b>	<b>ENGLISH</b>	<b>ENGLIT 1552</b>	<b>HISTORY OF THE ENGLISH LANGUAGE</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>11360</b>	<b>ENGLISH</b> Meets Reqs: EXááá	<b>ENGLIT 1645</b> MW	<b>CRITL APPRCH TO CHILDREN'S LIT</b> 03:00 PM to 04:15 PM CL 213	Weikle-Mills,Courtney Anne 3 Credits
This capstone course allows you to do upper-level work on children's literature, YA, and youth media. As the name of this course is 'Critical Approaches,' one of our main investigations concerns the very nature of 'criticism.' Why do it, especially as concerns children's literature and culture? Can criticism have a public impact? Has criticism 'run out of steam,' as Bruno Latour has said? What is the opposite of criticism? Pleasure? Play? Can criticism be pleasurable or playful? Can pleasure and play be critical? This semester's version of the course proceeds from the observation that children frequently appear in theories and criticism of American life, and that childhood can also be understood as a concept immune to or distanced from criticism, filled with pleasure and other frivolous activities. Perhaps stemming from the original metaphor of the U.S. as an 'infant nation,' children have been figures for and indexes of national health, the national psyche, and national character. Simultaneously, real and fictional children have functioned throughout our history as interpreters of the culture, as key figures of the American critic. Reading key literary, cultural, and theoretical texts, we will examine the American child as a compelling object of critical attention and a participant (real or imaginary) in critical inquiries involving Americanness, as well as a figure for seemingly uncritical play. We will ultimately become critics ourselves, using the specialized knowledge that you have learned about childhood and children's literature at Pitt to play with our books and to construct creative critiques. For that reason, this class is, at its heart, both a literature and a writing class--and we'll be employing editing workshops so that you can get feedback as you work on both a short salon-style article and a self-designed capstone project.				
<b>11725</b>	<b>ENGLISH</b>	<b>ENGLIT 1760</b>	<b>TOPICS IN POPULAR CULTURE</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
<b>16048</b>	<b>ENGLISH</b> Meets Reqs: á	<b>ENGLIT 1900</b> TTh	<b>PROJECT SEMINAR</b> 02:30 PM to 03:45 PM CL 341	Carr,Jean F 3 Credits
This course will focus on the construction of girlhood--as it takes shape in children's literature, in educational and advice books, in periodicals and other media, and in texts that articulate the status of females and children. We'll consider emerging distinctions about girlhood in English and American texts from the 18th and 19th -centuries. We'll then move to the present, exploring how girlhood persists as a gendered category in today's media, in cultural and educational institutions. How are girls positioned in relationship to boys or to women? How are girls constructed as readers, viewers, bodies, students, agents, consumers? Students will have a chance to work with rich collections of archival materials (for example, 19th-century literacy books for children, children's periodicals and literature, advice books). We will explore how contemporary scholarship, media, books, and images challenge (or perpetuate) this complex history. This course should be of particular interest to those preparing to teach or work with girls, or those with interest in children's literature or gender studies.				
<b>20176</b>	<b>ENGLISH</b> Meets Reqs: áW	<b>ENGLIT 1910</b> TTh	<b>SENIOR SEMINAR</b> 02:30 PM to 03:45 PM CL G19B	Boone,Troy M 3 Credits

This course will examine the intersections between literature and the environment by considering the textual representations of weather and climate. We will read drama, poetry, fiction, and nonfiction works from the Renaissance to the present, with a focus on literature from the romantics to the twentieth century; readings will include a Shakespeare play, lyric poetry, canonical short fictions, and speculative fiction. We will examine these texts in conjunction with works of literary criticism as well as works in the meteorological humanities, which brings together such disciplines as art history, environmental studies, geology, history, and philosophy. Throughout, we will be attentive both to the literary qualities of writings about weather and climate and to the historical and political contexts of those writings.

<b>17702</b>	<b>ENGLISH</b> Meets Reqs: áW	<b>ENGLIT 1910</b> MW	<b>SENIOR SEMINAR</b> 03:00 PM to 04:15 PM CL 312	Johnson,Hannah Rose 3 Credits
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Airships. Steam engines. Clockwork machinery. Corsets. Top hats. Dark streets by gaslight. Victorian London. Industrial Revolution. Tinkerers. Mad scientists. In the sky. Underwater. In space. In some mirror dimension powered by steam and machine. Steampunk is often described as a sub-genre of science fiction and fantasy in which the past--usually the Victorian past--is rewritten in fictional works that portray the world as it might have been, given alternative scientific and political events. We might imagine Steampunk as a cheeky thought experiment in alternative history, a fantasy interrogation of concepts of technocracy, justice, and cultural power, or a veiled critique of contemporary dilemmas about identity and resilience in a technology-driven world. Steampunk is a subculture, a fashion sensibility, and a cos-play environment. In this course, we will examine the development of Steampunk as an influential genre in popular culture, and consider how the special parameters of this purpose-built world offer us space and license to reconsider our present.

<b>26256</b>	<b>ENGLISHH</b> Meets Reqs: LITááCOMá T	<b>ENGLIT 0330</b>	<b>GREAT BOOKS: MDRN HUM (PART 1)</b> 05:30 PM to 08:00 PM CL 314	Bove,Paul A 3 Credits
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General content, purposes and methods: The course centers on classic texts of world literature, from Homer, to the Koran, to Emerson and Woolf. This course is meant for all students who have an intellectual interest in the complex resources of some of our shared traditions as well as a healthy curiosity about the history of our present. In other words, this seminar is intended to make available a demanding, but still selective encounter with works of high aesthetic, intellectual, and indeed even political importance. We will conduct this course as a seminar using the Socratic Method. Each class, one or two students will give an introduction to that day's reading in order to enable conversation and debate. We will not rely on secondary materials, except in so far as they are essential to placing our authors and texts in their contexts. In order to enrich this course as much as possible, we will arrange related events outside of class time. These events might include showing films, arranging for expert visitors from our campus and other universities, and holding reading or discussion groups in the honors college facilities. Before registering for a UHC course, students must obtain special permission from the University Honors College, 3600 Cathedral of Learning.

<b>27872</b>	<b>ENGLISHH</b> Meets Reqs: LITááá	<b>ENGLIT 0580</b> Th	<b>INTRODUCTION TO SHAKESPEARE</b> 06:00 PM to 08:30 PM CL 221	Aziz,Jeffrey 3 Credits
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It is no easy thing to explain why the thirty-seven plays of a particular Elizabethan playwright have become the paragon of English letters. However it may be, the works of William Shakespeare have become something of a measure of intellectual credibility. At the very center of HBO's recent Westworld series is the cryptic quotation from Romeo and Juliet, 'These violent delights have violent ends.' This course will be a general introduction to the work of Shakespeare, both in historical context, and in its critical and popular reception. We will explore questions of dramatic representation, history and anachronism, and the strange interminglings of the comic and tragic forms. Works examined will include The Taming of the Shrew, Richard II, The First Part of Henry IV, Titus Andronicus, and Hamlet. A particular interest of this course will be the nature of dramatic character: how the persons of the stage were understood in an iconoclastic age that had otherwise turned away from the visual arts. This University Honors College course is open to students who have an overall GPA of 3.25.

<b>26107</b>	<b>FR-ITAL</b> Meets Reqs: áREGá	<b>FR 0012</b> MWF	<b>FRENCH KISS</b> 12:00 PM to 12:50 PM CL 144	Mecchia,Giuseppina 3 Credits
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French 0012 French Kiss (Giuseppina Mecchia)From kissing to romantic escapades, from Paris to the Riviera, from Tahiti to Marrakesh, France and the Francophone world have a highly recognizable profile in matters of sex and love. Sexual behavior is always culturally inflected, and it evolves through time in its creation of emotions, attachments, families and institutions. In this class, we will adopt a historical lens to retrace the cultural transformations of sex and love in the French cultural and social landscape. We will study contemporary visual and textual materials, and a variety of historical documents from the Middle Ages to the present day. We will address controversial issues such as virginity, adultery, same-sex relationships, women's sexual agency, gender definitions through sexuality, the shifting boundaries of pornography and other related matters. This is a first-year course and is open both to incoming and more advanced students. It will count toward the French major and minor. TAUGHT IN ENGLISH

<b>11857</b>	<b>FR-ITAL</b> Meets Reqs: áREGá	<b>FR 0020</b> TTh	<b>FRANCE IN THE 21ST CENTURY</b> 09:30 AM to 10:45 AM CL 218	3 Credits
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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.).

<b>18980</b>	<b>FR-ITAL</b> Meets Reqs: áREGá	<b>FR 0020</b> MWF	<b>FRANCE IN THE 21ST CENTURY</b> 11:00 AM to 11:50 AM CL 226	Monserrat,Delphine RenØe 3 Credits
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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.).

<b>11430</b>	<b>FR-ITAL</b> Meets Reqs: LITááá	<b>FR 0021</b> TTh	<b>APPRCHES TO FRENCH LITERATURE</b> 09:30 AM to 10:45 AM CL 236	Walsh,John P 3 Credits
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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>19225</b>	<b>FR-ITAL</b>	<b>FR 0027</b>	<b>THE FRENCH ATLANTIC</b>	Kosinski,Renate Elisabeth
	Meets Reqs: HSÁÁREGÁ	W	06:00 PM to 08:30 PM CL 221	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 Français en Amérique du Nord; la Traite des Noirs; les Lumières et le Nouveau Monde; et Révolution à 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>19226</b>	<b>FR-ITAL</b>	<b>FR 0055</b>	<b>FRENCH CONVERSATION</b>	Walsh,John P
	Meets Reqs: á	TTh	11:00 AM to 12:15 PM CL 236	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>11740</b>	<b>FR-ITAL</b>	<b>FR 0055</b>	<b>FRENCH CONVERSATION</b>	
	Meets Reqs: á	MWF	11:00 AM to 11:50 AM CL 218	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>10053</b>	<b>FR-ITAL</b>	<b>FR 0056</b>	<b>WRITTEN FRENCH 1</b>	Doshi,Neil Arunkumar
	Meets Reqs: á	MWF	10:00 AM to 10:50 AM CL 144	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.

<b>10054</b>	<b>FR-ITAL</b>	<b>FR 0058</b>	<b>ADVANCED FRENCH CONVERSATION</b>	
	Meets Reqs: á	MW	12:00 PM to 12:50 PM CL 253	1 Credits

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>11858</b>	<b>FR-ITAL</b>	<b>FR 0080</b>	<b>MODERN FRENCH NOVEL</b>	Mecchia,Giuseppina
	Meets Reqs: LITÁÁÁW	MWF	12:00 PM to 12:50 PM CL 302	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>26108</b>	<b>FR-ITAL</b>	<b>FR 0100</b>	<b>FRENCH FOR THE PROFESSIONS</b>	Wells,Brett David
	Meets Reqs: á	MWF	09:00 AM to 09:50 AM CL 237	3 Credits

This three-credit French language course in professional settings is designed to develop both linguistic and sociolinguistic competence in both spoken and written professional French. Course objectives for French 0100 are: a) to speak French well enough to describe, narrate and ask simple questions in the present about a variety of everyday topics including work and daily life; b) to understand spoken French well enough to grasp main ideas in short conversations about everyday topics related to the workplace; c) to understand simple written French well enough to grasp main ideas; d) to write sentences and short paragraphs on everyday topics relevant to the workplace and general business matters; f) to develop an awareness of work and the professions as framed in and by French-speaking cultures. THIS COURSE IS RESERVED FOR STUDENTS IN THE PROFESSIONAL SCHOOLS.

<b>29437</b>	<b>FR-ITAL</b>	<b>FR 1031</b>	<b>FRENCH PHONETICS</b>	Wells,Brett David
	Meets Reqs: á	MWF	11:00 AM to 11:50 AM CL 204	3 Credits

Ce cours est à la fois une introduction à la structure phonique du français dit ½ international et une initiation à la phonétique pédagogique. Car parfaire ses habitudes prolatives en langue étrangère exige une compréhension approfondie du système phonologique auquel on doit faire face en s'exprimant au quotidien. Bien que nous nous concentrons sur le français standard tel qu'il se parle au Québec et en France, nous privilégions une approche descriptive valorisant ainsi toutes les réalisations phonétiques et/ou oppositions phoniques propres aux diverses langues françaises du monde.

<b>29439</b>	<b>FR-ITAL</b>	<b>FR 1052</b>	<b>SPEC TOPICS IN FR CIVILIZATION</b>	Pettersen,David A
	Meets Reqs: á	W	04:00 PM to 05:50 PM CL 239	3 Credits

"I pity the French Cinema because it has no money. I pity the American Cinema because it has no ideas.' -- Jean-Luc Godard French cinema's enduring reputation has as much to do with the beautiful and unforgettable qualities of many of its films as it does with the French government's fierce efforts in recent years to protect, nurture, and promote its national film industry at home and abroad. However, French cinema's unforgettability is not always associated with positive feelings. For some viewers, especially Americans raised on Hollywood cinema, certain French films challenge the notion that movies should move quickly, focus on action, and end happily. In this course, you'll have the chance to see several of the films that made and continue to make French cinema famous from the arrival of sound in the early 1930s to the present. Along the way, you'll have the opportunity to learn and practice the skills of cinema literacy, that is the basic vocabulary and concepts for thinking, talking, and writing about cinema. These analytical skills will help us grasp what's distinctive about French cinema and how it differs from other national cinemas. Issues we'll consider include how films are produced and distributed, how the camera, lighting, and editing work in concert to create different kinds of film experience, how sound and image relate, how we might distinguish between different kinds of cinema such as narrative, documentary, and animated films, and how films engage with the social, historical, and cultural moments in which they were made. This course assumes no prior exposure to French cinema or film analysis. We'll screen one complete film each week, and we'll work with clips from other films in class. Students will be expected to watch the films, to participate in class, to read about film analysis and the films, to do sequence analyses, and to write short papers. The course will be taught in French.

ARTSC FR-ITAL FR 1052 AT 29439 SPEC TOPICS IN FR CIVILIZATION LEC 3 CL 204 MWF 12:00 PM 12:50 PM 25 20 0 0 0 Pettersen,David A WES HOURLY ECC "I pity the French Cinema

because it has no money. I pity the American Cinema because it has no ideas.' -- Jean-Luc Godard French cinema's enduring reputation has as much to do with the beautiful and unforgettable qualities of many of its films as it does with the French government's fierce efforts in recent years to protect, nurture, and promote its national film industry at home and abroad. However, French cinema's unforgettability is not always associated with positive feelings. For some viewers, especially Americans raised on Hollywood cinema, certain French films challenge the notion that movies should move quickly, focus on action, and end happily. In this course, you'll have the chance to see several of the films that made and continue to make French cinema famous from the arrival of sound in the early 1930s to the present. Along the way, you'll have the opportunity to learn and practice the skills of cinema literacy, that is the basic vocabulary and concepts for thinking, talking, and writing about cinema. These analytical skills will help us grasp what's distinctive about French cinema and how it differs from other national cinemas. Issues we'll consider include how films are produced and distributed, how the camera, lighting, and editing work in concert to create different kinds of film experience, how sound and image relate, how we might distinguish between different kinds of cinema such as narrative, documentary, and animated films, and how films engage with the social, historical, and cultural moments in which they were made. This course assumes no prior exposure to French cinema or film analysis. We'll screen one complete film each week, and we'll work with clips from other films in class. Students will be expected to watch the films, to participate in class, to read about film analysis and the films, to do sequence analyses, and to write short papers. The course will be taught in French.

<b>10055</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>FR 1902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Wells,Brett David 1 - 3 Credits
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<b>10056</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>FR 1903</b>	<b>HONORS DIR RESEARCH:FR MAJORS</b> 12:00 AM to 12:00 AM TBA	Wells,Brett David 1 - 3 Credits
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THIS COURSE IS OFFERED TO FRENCH MAJORS WHO HAVE HIGH ACADEMIC ACHIEVEMENT, BOTH IN THE FRENCH MAJOR AND OVERALL. THESE STUDENTS ARE INVITED BY THE FRENCH FACULTY TO ENGAGE IN A RESEARCH PROJECT UNDER THE DIRECTION OF A FACULTY MEMBER.

<b>11096</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>FR 1905</b>	<b>INTERNSHIP IN FRENCH</b> 12:00 AM to 12:00 AM TBA	Wells,Brett David 1 - 6 Credits
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THE STUDENT WILL WORK IN A JOB SETTING IN WHICH KNOWLEDGE OF THE FRENCH LANGUAGE AND ONE OR MORE OF THE CULTURES OF FRENCH EXPRESSION IS NECESSARY.

<b>11705</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>FR 2710</b> Th	<b>INTRO LITERARY &amp; CULTL THEORY</b> 02:30 PM to 04:55 PM CL 1325	Doshi,Neil Arunkumar 3 Credits
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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>10057</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>FR 2902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Mecchia,Giuseppina 1 - 12 Credits
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<b>10060</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>FR 2990</b>	<b>INDEPENDENT STUDY</b> 12:00 AM to 12:00 AM TBA	Mecchia,Giuseppina 1 - 12 Credits
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Check with the department on how often this course is offered.

<b>10062</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>FR 3902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Mecchia,Giuseppina 1 - 12 Credits
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Check with the department on how often this course is offered.

<b>28543</b>	<b>FR-ITAL</b> Meets Reqs: áREGá	<b>ITAL 0003</b>	<b>INTERMEDIATE ITALIAN 1</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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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>27054</b>	<b>FR-ITAL</b> Meets Reqs: áREGá	<b>ITAL 0003</b> MWF	<b>INTERMEDIATE ITALIAN 1</b> 11:00 AM to 11:50 AM CL 249	3 Credits
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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>28544</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>ITAL 0004</b>	<b>INTERMEDIATE ITALIAN 2</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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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>24800</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>ITAL 0050</b> Th	<b>ITALIAN CONVERSATION</b> 04:00 PM to 04:50 PM CL 236	1 Credits
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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.

<b>30152</b>	<b>FR-ITAL</b>	<b>ITAL 0060</b>	<b>LITERARY ITALIAN 1</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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<b>23184</b>	<b>FR-ITAL</b> Meets Reqs: áW	<b>ITAL 0061</b> TTh	<b>LITERARY ITALIAN 2</b> 09:30 AM to 10:45 AM CL 226	Savoia,Francesca 3 Credits
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The presence of women in the history of Italian culture will be examined in the contexts of fiction and non-fiction short narrative, poetry, theater, opera and film. The readings have been selected so has to present the students with a variety of concrete examples of written literary Italian. Such readings, in combination with the viewing of one film and the attendance of one live opera performance (Puccini's Tosca in the Pittsburgh Opera production scheduled for October), will offer the opportunity for discussion of many different issues related to the central theme. In addition to regular assignments, aimed at reviewing some of the most difficult points of Italian grammar and syntax, students will be asked to complete a series of short 1-2 page papers, mostly critical responses to assigned material, but also detailed summaries or descriptions, and brief creative-writing projects. This course is conducted entirely in Italian, serves as the Italian major mandatory writing practicum and satisfies the School of Arts & Sciences 'W' requirement. Prerequisite: Italian 0004 with B- or better.

<b>19938</b>	<b>FR-ITAL</b> Meets Reqs: áREGá	<b>ITAL 0080</b> TTh	<b>ITALIAN CULTURAL HERITAGE 1</b> 11:00 AM to 12:15 PM VICTO 115	Coleman,James K 3 Credits
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The literature, art, and culture of medieval and Renaissance Italy has had a profound impact on Western culture that continues in the present day. This course explores Italian culture during this pivotal period, introducing students to Dante's Inferno and its astonishing account of the author's journey through Hell, as well as works by Petrarch, Boccaccio, and other major Italian authors. The class will investigate connections between Italian literature in this period and developments in painting, sculpture, music, and other art forms. We will reflect critically on the appropriateness of the positive value judgments conventionally linked with the use of the term "Renaissance," with particular attention to the difficulties faced by women and minority groups during this period. No prerequisites. No knowledge of Italian is required. The course satisfies the the School of Arts & Sciences Foreign Culture Requirement.

<b>26109</b>	<b>FR-ITAL</b> Meets Reqs: HSááREGá	<b>ITAL 0087</b> MW	<b>FOOD FOR THOUGHT</b> 04:30 PM to 05:45 PM CL 144	Denman,Lorraine R 3 Credits
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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.

<b>26110</b>	<b>FR-ITAL</b> Meets Reqs: á	<b>ITAL 0100</b> MWF	<b>ITALIAN FOR THE PROFESSIONS</b> 09:00 AM to 09:50 AM CL 302	Denman,Lorraine R 3 Credits
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This course is only open to students in the Business, Engineering, and Nursing Schools. This 3-credit beginning language course introduces students to the Italian language in professional contexts, and is designed to develop basic linguistic, sociolinguistic, and cultural competence in spoken and written Italian. Because the focus is on task-based communication, the class is conducted entirely in Italian. For questions about this course contact Lorraine Denman at [denman@pitt.edu](mailto:denman@pitt.edu).

<b>28549</b>	<b>FR-ITAL</b>	<b>ITAL 1070</b>	<b>LITERATURE AND POLITICS</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: á		12:00 AM to 12:00 AM TBA	
A description is not available at this time.				
<b>28547</b>	<b>FR-ITAL</b>	<b>ITAL 1085</b>	<b>DANTE, PETRARCH, AND BOCCACCIO</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: LITááá		12:00 AM to 12:00 AM TBA	
A description is not available at this time.				
<b>18026</b>	<b>FR-ITAL</b>	<b>ITAL 1902</b>	<b>DIRECTED STUDY</b>	Savoia,Francesca 1 - 4 Credits
	Meets Reqs: á		12:00 AM to 12:00 AM TBA	
Description is not available at this time.				
<b>10119</b>	<b>FR-ITAL</b>	<b>ITAL 1903</b>	<b>HONRS DIR RESEARCH: ITAL MAJS</b>	Savoia,Francesca 1 - 3 Credits
	Meets Reqs: á		12:00 AM to 12:00 AM TBA	
Description is not available at this time.				
<b>11021</b>	<b>FR-ITAL</b>	<b>ITAL 1905</b>	<b>INTERNSHIP IN ITALIAN</b>	Savoia,Francesca 1 - 6 Credits
	Meets Reqs: á		12:00 AM to 12:00 AM TBA	
Description is not available at this time.				
<b>28550</b>	<b>FR-ITAL</b>	<b>ITAL 1905</b>	<b>INTERNSHIP IN ITALIAN</b>	Whitehead,Jeffrey Robert 1 - 6 Credits
	Meets Reqs: á		12:00 AM to 12:00 AM TBA	
Description is not available at this time.				
<b>11706</b>	<b>FR-ITAL</b>	<b>ITAL 2710</b>	<b>INTRO LITERARY &amp; CULTL THEORY</b>	Doshi,Neil Arunkumar 3 Credits
	Meets Reqs: á	Th	02:30 PM to 04:55 PM CL 1325	
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>10120</b>	<b>FR-ITAL</b>	<b>ITAL 2902</b>	<b>DIRECTED STUDY</b>	Insana,Lina N 1 - 3 Credits
	Meets Reqs: á		12:00 AM to 12:00 AM TBA	
Description is not available at this time.				
<b>10121</b>	<b>FR-ITAL</b>	<b>ITAL 2910</b>	<b>COMPREHENSIVE EXAMINATION MA</b>	Insana,Lina N 1 - 3 Credits
	Meets Reqs: á		12:00 AM to 12:00 AM TBA	
Description is not available at this time.				
<b>10122</b>	<b>FR-ITAL</b>	<b>ITAL 2970</b>	<b>TEACHING OF ITALIAN</b>	Donato,Richard 3 Credits
	Meets Reqs: á	M	02:00 PM to 04:25 PM WWPB 5131	
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.				
<b>10123</b>	<b>FR-ITAL</b>	<b>ITAL 2990</b>	<b>INDEPENDENT STUDY</b>	Insana,Lina N 1 - 3 Credits
	Meets Reqs: á		12:00 AM to 12:00 AM TBA	
Description is not available at this time.				
<b>12415</b>	<b>GERMANIC</b>	<b>GER 1000</b>	<b>READING LITERARY TEXTS</b>	Colin,Amy 3 Credits
	Meets Reqs: á	TTh	01:00 PM to 02:15 PM CL 321	



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.

<b>23146</b>	<b>GERMANIC</b> Meets Reqs: áW	<b>GER 1003</b> TTh	<b>PROFESSIONAL GERMAN 1</b> 04:30 PM to 05:45 PM CL 135	Waeltermann,Dieter J 3 Credits
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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. As the first (and independent) part of Professional German (the courses do NOT have to be taken in order), this course concentrates on the following: business & economic geography (old & new states, industry sites, infrastructures, Germany & the EU); transportation (means, importance, policy); correspondence & communication (job search, German résumé, application letters, job interviews, composing effective short reports & summaries, e-mail); consumer and social system (voting, trade unions, tax system, healthcare, social security, pension).

<b>29470</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 1102</b> TTh	<b>ADVANCED GERMAN 2: STRUCTURES</b> 09:30 AM to 10:45 AM CL 149	Von Dirke,Sabine 3 Credits
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In this course, students study the socio-political and cultural structures which shape the self-understanding of Austria, Germany and Switzerland today by exploring key issues and challenge these countries are facing today. Topics may include: political and social structures, the educational system and youth culture, gender and sexuality, Euroscepticism, im/migration and the rise of populist movements, the shadow of the Holocaust, and the status of cultural institutions in these societies. Students thus work with current, authentic materials ranging from the printed press to social media, from literature to film. The teaching objectives can be summarized in three equally important categories: a) To gain knowledge of the German-speaking world today; b) To develop tools for analyzing another culture; c) To hone German language skills in all four areas: listening and reading comprehension, speaking and writing. This course is taught entirely in German. Hence, it facilitates the development of a contemporary German vocabulary and includes the practice of advanced grammar structures as necessary. Prerequisite: Successful completion (preferably B-level) of one 1000-level course.

<b>23147</b>	<b>GERMANIC</b> Meets Reqs: LITááá	<b>GER 1106</b> MWF	<b>GERMAN CULTURAL HISTORY</b> 10:00 AM to 10:50 AM CL 130	Lyon,John B 3 Credits
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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 (Minneylrik, H H fisches 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.

<b>29469</b>	<b>GERMANIC</b> Meets Reqs: EXááREGá	<b>GER 1220</b> MW	<b>LITERATURE &amp; CULTURE 1750-1830</b> 03:00 PM to 04:15 PM CL 119	3 Credits
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This course reviews one of the most famous and exciting periods of German literature: a period of great social and intellectual upheavals, of sentimental novels and revolutionary plays, of classical poems and folk tales, when an admired poet became an influential politician, and rebellious women wrote even though they were not supposed to. Students will read some of the classics of German literature, and learn about the historical context of these works. All primary readings and class discussions are in German.

<b>23148</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 1399</b> M	<b>SENIOR CAPSTONE SEMINAR</b> 03:00 PM to 05:30 PM VICTO 117	Lyon,John B 3 Credits
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The Family and the State in German Culture. As a senior capstone seminar this course encourages students to develop their own interests in German culture, language, and history through an intense research seminar. The guiding topic is the relationship between the family and the state as represented in German culture from the Enlightenment to the present. Why do specific configurations of familial relations appear at certain times, how are these challenged and reconfigured, and how do these reflect forces and tendencies that transcend the intimate and familial spheres? Students will study the relationship of the family to the state both in theory (Aristotle, Hegel, Riehl, Engels, and contemporary feminist and queer theorists) and in texts and films from the 18th to the 21st centuries including authors such as Lessing, Kleist, Droste-H Hshoff, Hauptmann, Schnitzler, Brecht, and Wolf. Students will set their own research emphasis in their capstone project (the topic must be chosen early in the term) and will analyze one cultural object in detail while relating it to at least one perspective on the family or state within a larger historical context. They will present their project publicly during the Spring semester.

<b>10105</b>	<b>GERMANIC</b> Meets Reqs: LITááREGá	<b>GER 1502</b> MW	<b>INDO-EUROPEAN FOLKTALES</b> 01:00 PM to 01:50 PM ALUM 7AUD	Batista,Viktoria 3 Credits
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This course introduces students to a wide selection of Indo-European folktales as well as to perspectives and the cultural background that help understand these tales. We will examine the aesthetic, social, historical, and psychological values that these tales reflect. We will discuss theoretical and methodological models in the field of folklore studies, including formalist, socio-historical, psychoanalytic, and stylistic perspectives. We will also analyze the continuing influence of this folk tradition on popular and high culture. Upon completion of this course, students should be familiar with a wide variety of Indo-European folktales, be able to discuss several approaches to studying them, be able to identify the most important motifs of these tales, be familiar with some of the most influential folklorists, writers, and editors of the tales, and be able to assess the significance of folktales for contemporary western culture. The course grade will be calculated as follows: Attendance/Participation in recitation: 20%, Quizzes: 20%, 3 in-class examinations: 60% (20% each)

<b>29465</b>	<b>GERMANIC</b> Meets Reqs: LITááá	<b>GER 1510</b> TTh	<b>KAFKA AND THE MODERN WORLD</b> 01:00 PM to 02:15 PM CL 113	3 Credits
Human bugs, tortured bodies, persecuted sons, this course examines the literature and legacy of one of the world's greatest authors. Explore questions of power, truth, and self. Learn about German Jewish culture in Prague at the turn of the century. All readings and discussions in English.				
<b>24726</b>	<b>GERMANIC</b> Meets Reqs: áREGá	<b>GER 1522</b> TTh	<b>GERMANY TODAY</b> 04:00 PM to 05:15 PM CL 2628	Colin,Amy 3 Credits
The visit of German Chancellor Angela Merkel in the United States has attracted major public attention. For Germany is a powerful and reliable European ally of the United States as well as a key representative of the EU. Germany also plays a crucial part in promoting peace and stability in the world. If you wish to find out more about contemporary Germany in its global and European context join "GERMANY TODAY." This course gives students an insight into the development of German society from the postwar period to the present time. Through lectures, readings, film viewings, and group discussions, the course explores key concerns in German culture: 1. the contemporary political, cultural, and economic situation in Germany; 2. the German parliamentary system and the upcoming elections; 3. contemporary political populism in Europe and Germany versus Germany's attempt to cope with its past: the Nazi dictatorship versus the GDR dictatorship; 4. multiculturalism in German society, in particular a fascinating generation of writers and poets who came from different countries, settled in Germany, and write their works in German. Among these authors are Herta and Paul Amirson (Romania), Emine Arslanoglu (Turkey), Rafik Schami (Syria), Yoko Tawada (Japan) and many others; and, last but not least: GERMAN SOCCER! GER 1522 will be taught in English. It fulfills the Foreign Culture (International/Regional) requirement. It also counts towards the Western European Studies certificate. For more information CONTACT: PAXPEACE@PITT.EDU				
<b>10106</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 1901</b>	<b>INDEPENDENT STUDY</b> 12:00 AM to 12:00 AM TBA	Halle,Randall N .5 - 15 Credits
A course designed for students who wish to work independently on individually designed projects.				
<b>10104</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 1990</b>	<b>SENIOR THESIS</b> 12:00 AM to 12:00 AM TBA	1 - 5 Credits
A course for Senior Honors German Majors to explore a topic of their choice under the supervision of a faculty member.				
<b>10643</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM TBA	1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.				
<b>18901</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM TBA	Lyon,John B 1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.				
<b>18902</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM TBA	Muenzer,Clark S 1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.				
<b>18903</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM TBA	Halle,Randall N 1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.				
<b>18904</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM TBA	1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.				
<b>10644</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 2990</b>	<b>M.A. INDEPENDENT STUDY</b> 12:00 AM to 12:00 AM TBA	1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.				
<b>10669</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Halle,Randall N 1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.				
<b>18905</b>	<b>GERMANIC</b>	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b>	Lyon,John B

	Meets Reqs: á		12:00 AM to 12:00 AM TBA	1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.				
<b>18906</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Muenzer,Clark S 1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.				
<b>18907</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Halle,Randall N 1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.				
<b>18908</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Von Dirke,Sabine 1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.				
<b>10749</b>	<b>GERMANIC</b> Meets Reqs: á	<b>GER 3990</b>	<b>PH.D. INDEPENDENT STUDY</b> 12:00 AM to 12:00 AM	Von Dirke,Sabine 1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.				
<b>11600</b>	<b>HA-A</b> Meets Reqs: MAááCOMá	<b>HAA 0010</b> MW	<b>INTRODUCTION TO WORLD ART</b> 02:00 PM to 02:50 PM FKART 125	D'Anniballe Williams,Maria 3 Credits
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>23173</b>	<b>HA-A</b> Meets Reqs: MAááCOMá	<b>HAA 0010</b> MW	<b>INTRODUCTION TO WORLD ART</b> 04:30 PM to 05:45 PM FKART 202	3 Credits
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>11126</b>	<b>HA-A</b> Meets Reqs: MAááREGá	<b>HAA 0030</b>	<b>INTRODUCTION TO MODERN ART</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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>25615</b>	<b>HA-A</b> Meets Reqs: MAááREGá	<b>HAA 0030</b> TTh	<b>INTRODUCTION TO MODERN ART</b> 01:00 PM to 01:50 PM FKART 125	Ellenbogen,Joshua Martin 3 Credits
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>11395</b>	<b>HA-A</b> Meets Reqs: MAááREGá	<b>HAA 0040</b> MW	<b>INTRO TO WESTERN ARCHITECTURE</b> 10:00 AM to 10:50 AM FKART 125	Toker,Franklin K 3 Credits

This course introduces students to western architecture from the ancient world until today. The course works both chronologically--as a history of phases and styles--and methodologically, examining the contextual issues that gave each period its distinctive architecture. Students who take this course will understand fundamental developments in our western architectural heritage and be ready to make critical judgments on buildings. The course prepares students, if they wish, to take more specialized studies in the history of architecture or in any other branch of art history.

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<b>30178</b>	<b>HA-A</b>	<b>HAA 0070</b>	<b>ART OF EUROPE</b>	Maxwell,Andrea Michelle Kibler
	Meets Reqs: á	TTh	01:00 PM to 02:15 PM FKART 204	3 Credits

This class will introduce you to the art of Europe, with a focus on the captivating period when the Middle Ages transformed into the Renaissance, and the Renaissance gave birth to modernity. We will cover a period during which Europe occupied a unique position of power and wealth. We will also examine the definition of 'art' as it was known during this period, and consider the ways in which European artistic production was expanded during the Age of Exploration.

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<b>17608</b>	<b>HA-A</b>	<b>HAA 0101</b>	<b>FOUNDATIONS OF ART HISTORY</b>	McCloskey,Barbara
	Meets Reqs: á	MW	03:00 PM to 04:15 PM FKART 204	3 Credits

Foundations in Art History 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 period in which the artwork was created, and the changing nature of viewers' responses to it. Readings for Foundations span the history of art in East Asia and the West and from the ancient world to the present. Weekly discussions of these texts 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 and significance of the work of art. Short writing assignments and a term paper will require analysis of a specific artwork chosen from the Carnegie Museum in light of different interpretative issues and methodologies.

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<b>25884</b>	<b>HA-A</b>	<b>HAA 0150</b>	<b>ANCIENT ART</b>	Eppihimer,Melissa Ann
	Meets Reqs: MAáEXááCOMá	TTh	09:30 AM to 10:45 AM FKART 202	3 Credits

The Mediterranean Sea is a lake and its shores have produced many important cultures and artistic traditions. The course will survey the artistic and cultural traditions of the Near East (Mesopotamia, Egypt, Turkey, Iran) and the Aegean, from the Neolithic to the Persian Empire. Special attention will be paid to: 1) the relationship between the artistic traditions of these areas and the societies which produced them, and 2) the way in which influences from one culture were transformed by another.

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<b>28528</b>	<b>HA-A</b>	<b>HAA 0302</b>	<b>RENAISSANCE ART</b>	Whitehead,Jeffrey Robert
	Meets Reqs: MAáEXááREGá		12:00 AM to 12:00 AM TBA	3 Credits

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>11175</b>	<b>HA-A</b>	<b>HAA 1010</b>	<b>APPROACHES TO ART HISTORY</b>	Weaver,Carrie L
	Meets Reqs: áW	TTh	11:00 AM to 12:15 PM FKART 104	3 Credits

This undergraduate seminar explores the cultural politics that surround the acquisition of ancient art and related antiquities. The subject will be approached thematically: issues of ownership, commodification, museum acquisition, private collecting, repatriation, and reburial, as well as the nationalist and religious appropriation of archaeological sites, will be discussed, with special emphasis placed on the social and economic impacts of the illicit trade in antiquities. Diverse high-profile case studies, such as the Dead Sea Scrolls, the treasures of Troy, Stonehenge, the Parthenon, and the recent destruction of cultural heritage in the Middle East, will be used to illustrate key problems and present possible solutions. This class is a designated W-course, so considerable attention will be paid to developing critical reading, writing, and oral presentation skills. Over the course of the semester, students will work closely with each other and the instructor to plan, write, revise, and present an individual fifteen-page research paper on a topic that bridges the course material and their specific interests within the history of art, architecture, and/or the built environment.

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<b>27126</b>	<b>HA-A</b>	<b>HAA 1040</b>	<b>ARCH: IMAGE, TEXT, THEORY</b>	Armstrong,Christopher Drew
	Meets Reqs: áREGáW	W	02:30 PM to 04:55 PM FKART 104	3 Credits

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. Drawings, engravings, photography, and illustrations will be considered as important components of architectural theory; the format and composition of architectural books will be considered as integral to the ideas they contain.

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<b>26356</b>	<b>HA-A</b>	<b>HAA 1130</b>	<b>ROMAN ART</b>	Weis,H Anne
	Meets Reqs: MAááREGá	MW	04:30 PM to 05:45 PM FKART 204	3 Credits

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.

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<b>26048</b>	<b>HISPANIC</b>	<b>PORT 0001</b>	<b>ELEMENTARY PORTUGUESE 1</b>		
	Meets Reqs: á	MTWThF	09:00 AM to 09:50 AM	CL 314	5 Credits

(Graduate students should register for Port 1001 if they want to take this course.) Basic elements of Brazilian Portuguese emphasizing a development of speaking, listening, reading, and writing skills. Grammatical structures, vocabulary and readings are presented as tools for developing good communication skills. Students will also be exposed to Brazilian culture.

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<b>27339</b>	<b>HISPANIC</b>	<b>PORT 0001</b>	<b>ELEMENTARY PORTUGUESE 1</b>		
	Meets Reqs: á	MTWThF	01:00 PM to 01:50 PM	CL 314	5 Credits

(Graduate students should register for Port 1001 if they want to take this course.) Basic elements of Brazilian Portuguese emphasizing a development of speaking, listening, reading, and writing skills. Grammatical structures, vocabulary and readings are presented as tools for developing good communication skills. Students will also be exposed to Brazilian culture.

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<b>16038</b>	<b>HISPANIC</b>	<b>PORT 0002</b>	<b>ELEMENTARY PORTUGUESE 2</b>		
	Meets Reqs: Lááá	TTh	12:00 PM to 12:50 PM	VICTO 111	5 Credits

(Graduate students should register for Port 1002 if they want to take this course.) The second half of this introductory course continues to develop skills in the speaking, listening, reading and writing of Portuguese 0001, and pertinent aspects of Brazilian culture will also be presented.

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<b>16038</b>	<b>HISPANIC</b>	<b>PORT 0002</b>	<b>ELEMENTARY PORTUGUESE 2</b>		
	Meets Reqs: Lááá	MWF	12:00 PM to 12:50 PM	CL 312	5 Credits

(Graduate students should register for Port 1002 if they want to take this course.) The second half of this introductory course continues to develop skills in the speaking, listening, reading and writing of Portuguese 0001, and pertinent aspects of Brazilian culture will also be presented.

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<b>10983</b>	<b>HISPANIC</b>	<b>PORT 0003</b>	<b>INTERMEDIATE PORTUGUESE 3</b>		
	Meets Reqs: á	MWF	02:00 PM to 02:50 PM	CL 202	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.

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<b>11608</b>	<b>HISPANIC</b>	<b>PORT 0020</b>	<b>CONVERSATION</b>		
	Meets Reqs: á	MWF	03:00 PM to 03:50 PM	BENDM G36	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.

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<b>29454</b>	<b>HISPANIC</b>	<b>PORT 1010</b>	<b>PORT FOR SPANISH SPEAKERS 1</b>		
	Meets Reqs: á	MWF	02:00 PM to 02:50 PM	CL 339	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.

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<b>10343</b>	<b>HISPANIC</b>	<b>PORT 1902</b>	<b>DIRECTED STUDY</b>		
	Meets Reqs: á		12:00 AM to 12:00 AM	TBA	1 - 6 Credits

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

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<b>27068</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
	Meets Reqs: á	MWF	09:00 AM to 09:50 AM	CL 321	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>11540</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
	Meets Reqs: á	MWF	12:00 PM to 12:50 PM	CL 229	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>28506</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
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	Meets Reqs: á	MWF	12:00 PM to 12:50 PM	CL 304	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.					
<b>11522</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
	Meets Reqs: á	MWF	10:00 AM to 10:50 AM	CL 302	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.					
<b>17905</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
	Meets Reqs: á	MWF	11:00 AM to 11:50 AM	CL 149	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.					
<b>24090</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
	Meets Reqs: á	MWF	01:00 PM to 01:50 PM	CL 339	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.					
<b>10743</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
	Meets Reqs: á	MWF	02:00 PM to 02:50 PM	CL 227	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.					
<b>24091</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
	Meets Reqs: á	MWF	02:00 PM to 02:50 PM	CL 135	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.					
<b>11137</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
	Meets Reqs: á	MWF	10:00 AM to 10:50 AM	CL 335	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.					
<b>11609</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
	Meets Reqs: á	MWF	11:00 AM to 11:50 AM	CL G19A	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.					
<b>27071</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
	Meets Reqs: á	MWF	01:00 PM to 01:50 PM	CL 129	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.					
<b>10600</b>	<b>HISPANIC</b>	<b>SPAN 0055</b>	<b>INTRO HISPANIC LITERATURE 1</b>		Lima, Dolores
	Meets Reqs: áW	TTh	01:00 PM to 02:15 PM	CL G13	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.					
<b>24092</b>	<b>HISPANIC</b>	<b>SPAN 1250</b>	<b>HISPANIC CIVILIZATIONS</b>		Lamana, Gonzalo
	Meets Reqs: HSááREGá	MWF	11:00 AM to 11:50 AM	CL 135	3 Credits

The primary goal of this course is to introduce students to the cultural histories of the Hispanic world, with a particular emphasis on Latin America. Through a multidisciplinary approach, we will study the interaction of social, political, ethnic, racial, and gender dynamics, and the resulting transformations in Latin America, past and present. After a study of pre-contact Iberian and Amerindian societies, we will critically examine the ensuing conflicts that characterized the three centuries of contested colonial rule in Latin America. We will then focus on the different national projects and revolutions that shaped the current geopolitical landscape through both cultural manifestations as well as discourses of national identity and calls for patriotic behavior. We will close with an overview of some of the challenges actors across Latin America face at the turn of the millennium. Throughout the semester, the goal will be both to learn about Latin America and about how it has been imagined by its most influential past and present thinkers, tracing differences and continuities.

<b>24094</b>	<b>HISPANIC</b> Meets Reqs: HSÁÁREGÁ	<b>SPAN 1250</b> MWF	<b>HISPANIC CIVILIZATIONS</b> 10:00 AM to 10:50 AM CL 227	Monasterios,Elizabeth 3 Credits
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A description is not available at this time.

<b>24095</b>	<b>HISPANIC</b> Meets Reqs: LITÁÁÁ	<b>SPAN 1260</b> TTh	<b>OVERVIEW OF SPANISH LITERATURE</b> 11:00 AM to 12:15 PM CL 341	Perez Cano,Tania Gloria 3 Credits
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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.

<b>25756</b>	<b>HISPANIC</b> Meets Reqs: Á	<b>SPAN 1315</b> MW	<b>BUSINESS SPANISH</b> 03:00 PM to 04:15 PM CL 129	Romanowski,Arne 3 Credits
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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).

<b>19605</b>	<b>HISPANIC</b> Meets Reqs: Á	<b>SPAN 1323</b> TTh	<b>MEDICAL SPANISH</b> 06:00 PM to 07:15 PM CL 129	3 Credits
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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.

<b>10601</b>	<b>HISPANIC</b> Meets Reqs: Á	<b>SPAN 1902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	1 - 6 Credits
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Students should consult a departmental advisor before registering for this course.

<b>30184</b>	<b>HISPANIC</b> Meets Reqs: Á	<b>SPAN 2226</b> W	<b>READINGS IN CRITICAL THEORY</b> 03:00 PM to 05:50 PM CL 136	Lamana,Gonzalo 3 Credits
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Coloniality, Visuality, Race, Laughter Overview This course is an invitation to think questions of subalternity, coloniality and modernity, with a particular emphasis on the productive projects that emerge as responses to the former. For instance, how should relations between the West and its others be conceived? Should they be thought as dynamics of repression and imposition done by one party over the other, or are there commonalities and denials of them, active acts of copying and appropriating and projecting? Are we talking about conscious acts and/or about complex mechanisms of self-denial, veiling and projection? In what conditions can marginalized voices de-center Western racialized taxonomies that determine who can legitimately speak and about what, and effectively propose new articulations of culture, power and identity? How are these Other thinkings to be understood? Are they the expression of a pre-existing, essential difference? Are they spaces from which to produce a difference that makes a difference, unrelated to the non-western? What roles do epistemology, race, vision and laughter play? We will search for answers scrutinizing a plurality of materials in terms of disciplines, areas and perspectives, and examine --among others-- the notions of border thinking, mimesis, survivance, subalternity, double consciousness, and the third eye. Material and class discussion will be in English.

<b>10602</b>	<b>HISPANIC</b> Meets Reqs: Á	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Lamana,Gonzalo 1 - 3 Credits
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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>28185</b>	<b>HISPANIC</b> Meets Reqs: Á	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Sotomayor,Aurea Maria 1 - 3 Credits
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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>28186</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Monasterios,Elizabeth 1 - 3 Credits
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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>28187</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Balderston,Daniel E 1 - 3 Credits
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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>28188</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Branche,Jerome Clairmont Alan 1 - 3 Credits
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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>28189</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Duchesne-Winter,Juan Ramon 1 - 3 Credits
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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>28190</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 2902</b>	<b>MA DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	1 - 3 Credits
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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>10604</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Lamana,Gonzalo 1 - 3 Credits
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Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.

<b>28191</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Sotomayor,Aurea Maria 1 - 3 Credits
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Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.

<b>28192</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Balderston,Daniel E 1 - 3 Credits
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Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.

<b>28193</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Branche,Jerome Clairmont Alan 1 - 3 Credits
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Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.

<b>28194</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	Duchesne-Winter,Juan Ramon 1 - 3 Credits
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Students should consult with departmental advisor before registering for this course. SPEN-designated courses require special enrollment counseling. Check with your advisor.

<b>28195</b>	<b>HISPANIC</b>	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b>	Monasterios,Elizabeth
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	Meets Reqs: á		12:00 AM to 12:00 AM TBA	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>28196</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 3902</b>	<b>PHD DIRECTED STUDY</b> 12:00 AM to 12:00 AM TBA	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>11459</b>	<b>HISPANIC</b> Meets Reqs: á	<b>SPAN 3990</b>	<b>PHD INDEPENDENT STUDY</b> 12:00 AM to 12:00 AM TBA	Lamana,Gonzalo 1 - 3 Credits
Students should consult departmental advisor before registering for this course.				
<b>19643</b>	<b>HIST</b> Meets Reqs: HSááá	<b>HIST 0089</b> T	<b>MAGIC, MEDICINE AND SCIENCE</b> 06:00 PM to 08:30 PM CL 130	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>27963</b>	<b>HIST</b> Meets Reqs: HSááREGá	<b>HIST 0100</b> MW	<b>WESTERN CIVILIZATION 1</b> 10:00 AM to 10:50 AM VICTO 129	Archibald,Elizabeth Pitkin 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.				
<b>10002</b>	<b>HIST</b> Meets Reqs: HSááREGá	<b>HIST 0101</b> TTh	<b>WESTERN CIVILIZATION 2</b> 11:00 AM to 11:50 AM CL G24	Hammond,Leslie Ann 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.				
<b>11887</b>	<b>HIST</b> Meets Reqs: HSááCOMá	<b>HIST 0125</b> TTh	<b>RELIGIONS OF THE WEST</b> 09:30 AM to 10:45 AM CL 239	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>28062</b>	<b>HIST</b> Meets Reqs: HSááCOMá	<b>HIST 0125</b> MWF	<b>RELIGIONS OF THE WEST</b> 11:00 AM to 11:50 AM CL 232	Shear,Adam 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>24205</b>	<b>HIST</b> Meets Reqs: HSááREGá	<b>HIST 0150</b> Th	<b>HISTORY OF MODERN IRELAND</b> 06:00 PM to 08:25 PM LAWRN 104	Novosel,Anthony Stephen 3 Credits

A good friend 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 two? 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 delve into a relatively new area of study in Irish history that claims Cromwell was not simply a 'genocidal maniac' bent on destroying the Irish. Instead, you will investigate the claim that Cromwell's invasion of Ireland in the 17th century set in motion the development of Irish republicanism that eventually led to the Easter Rising of 1916 and the many contentious issues that still plague Ireland today. There are no prerequisites for this class. All majors from freshmen to seniors welcome! Just come armed with curiosity and a spirit of adventure!

<b>18402</b>	<b>HIST</b> Meets Reqs: HSÁÁREGá	<b>HIST 0187</b> TTh	<b>WORLD WAR II-EUROPE</b> 09:00 AM to 09:50 AM CL 324	Hammond, Leslie Ann 3 Credits
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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.

<b>11386</b>	<b>HIST</b> Meets Reqs: HSÁÁá	<b>HIST 0678</b> TTh	<b>US AND THE HOLOCAUST</b> 01:00 PM to 02:15 PM CL 252	Burstin, Barbara Stern 3 Credits
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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.

<b>10507</b>	<b>HIST</b> Meets Reqs: HSÁÁá	<b>HIST 0678</b> TTh	<b>US AND THE HOLOCAUST</b> 02:30 PM to 03:45 PM CL 252	Burstin, Barbara Stern 3 Credits
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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.

<b>19354</b>	<b>HIST</b> Meets Reqs: HSÁIFNÁÁGLOá	<b>HIST 0700</b> T	<b>WORLD HISTORY</b> 06:00 PM to 07:50 PM LAWRN 104	Holstein, Diego 3 Credits
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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.

<b>18400</b>	<b>HIST</b> Meets Reqs: áW	<b>HIST 1000</b> T	<b>CAPSTONE SEMINAR</b> 06:00 PM to 08:25 PM WWPH 3501	Hagerty, Bernard George 3 Credits
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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' 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>11605</b>	<b>HIST</b> Meets Reqs: áW	<b>HIST 1001</b> W	<b>INTRODUCTORY SEMINAR</b> 12:00 PM to 02:25 PM WWPH 3700	Smith, Randy Scott 3 Credits
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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>23514</b>	<b>HIST</b> Meets Reqs: áW	<b>HIST 1001</b> W	<b>INTRODUCTORY SEMINAR</b> 09:30 AM to 11:55 AM WWPH 3701	Pickett, James R 3 Credits
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At first glance, "Islam and Communism" would seem a contradiction in terms: what could religion and an ideology tied to atheism possibly have in common? And yet, historically, many Muslims lived under communist regimes, and Islamist thought frequently incorporated socialist ideology. This course takes a broad view of these currents, beginning with an introduction to Islamic and communist thought respectively, then considering the experiences of Muslims who happened to live in communist states (from Eastern Europe to China), and finally examining instances of the active integration of Islam and socialist thought (with special attention to the Iranian Revolution). Was it possible for an individual to be Muslim, nationalist, and communist all at once? How did Muslim socialists react to the communist state's active persecution of Islam? Students will answer questions such as these by engaging original primary sources through a series of short papers throughout the course.

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<b>23495</b>	<b>HIST</b> Meets Reqs: HSááREGá	<b>HIST 1046</b> MW	<b>NATIONALISM</b> 11:00 AM to 11:50 AM	<b>CL 332</b>	Wezel,Katja 3 Credits
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This course examines the history of nationalism, ethnicity, and the nation-state. The course provides an overview of nationalism theories, the history of nationalism, and current nationalist challenges in Europe. Particular emphasis is placed on national and regional identities in Europe, comparing the development of nationalism in western countries such as France or Germany with East European nationalism politics in the Russian and Habsburg Empires, and the new wave of ethnic nationalism in Eastern Europe after the dissolution of Yugoslavia and the Soviet Union. Finally, new trends of populist nationalism and the rise of right-wing nationalist extremism in the wake of the refugee crisis and Brexit will also be explored.

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<b>25915</b>	<b>HIST</b> Meets Reqs: HSááGLOá	<b>HIST 1091</b> TTh	<b>GLOBAL HEALTH HISTORY</b> 04:00 PM to 04:50 PM	<b>CL G24</b>	Webel,Mari Kathryn 3 Credits
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In the 21st century, many challenges to public health -- including HIV/AIDS, dengue fever, SARS, malaria, 'swine' flu, and Ebola -- transcend national boundaries and trigger international responses. Public policy initiatives, non-profit organizations, governmental agencies, and grassroots movements all take aim at global epidemics and health inequalities, but they do so, often, based on widely diverging strategies and goals. Poor health and the prevalence of particular diseases dominate characterizations of the 'global south,' the 'Third World,' or 'developing countries' in the media, shaping public policy, foreign aid, and wider assumptions about life, health, and human rights. By looking closely at selected episodes in the development of global health from the late 19th century to the present, this seminar will familiarize students with the history of global public health challenges and interventions. Students will gain a historical perspective on global public health, examining how and when particular diseases came to the attention of local communities and national governments. We will engage with the goals of public health, particularly ideas about eradication, vaccination, and prevention as they lead us to think about how people, environments, and causes of illness are understood and defined. We will question how and why emerging diseases were understood as 'new' or 'old,' placing international attention in the context of local experience. Over the course of the semester, we will focus our discussions on particular problems or events in health at specific moments in history, including: malaria at the turn of the century and in the 1950s; the 1918-19 influenza pandemic; smallpox vaccination and eradication efforts; the emergence of HIV/AIDS; the 'new' tuberculosis; global health security; and emerging infectious diseases. We will explore the institutional development of international organizations and global health regimes as we study strategies of coping with disease and illness. Emphasizing the persistence of particular illnesses in human history, as well as continuities in treatment and disease prevention, we will take up sources and examples from Africa, Europe, the Americas, the Indian subcontinent, and East Asia.

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<b>29785</b>	<b>HIST</b> Meets Reqs: HSááCOMá	<b>HIST 1109</b> TTh	<b>FRANCE, SPAIN &amp; ITALY IN 20THC</b> 04:00 PM to 05:15 PM	<b>LAWRN 106</b>	Hagerty,Bernard George 3 Credits
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This course will compare three European countries, as a way of identifying the distinctive traits in each. We shall also hypothesize as to which of these traits are most likely to survive, and which even to thrive, in the Europe of the future. Although there are no prerequisites, students who can read a foreign language relevant to one of the three countries are particularly welcome.

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<b>11062</b>	<b>HIST</b> Meets Reqs: HSáááá	<b>HIST 1123</b>	<b>MODERN BRITAIN</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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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>29571</b>	<b>HIST</b> Meets Reqs: HSáááá	<b>HIST 1153</b> T	<b>EURPN INTELCL HIST 2 1870-1940</b> 01:00 PM to 03:25 PM	<b>CRAWF 241</b>	Hammond,Leslie Ann 3 Credits
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This course will explore topics in West European Intellectual History, 1850-1950. It will be conducted as a seminar driven by student discussion. For this reason, students will be expected to read and engage the assigned sources before class. These sources will include readings in Mill, Durkheim, Mannheim, Freud and Existentialism as well as sources in visual, literary and other art forms. Some of our organizing questions will concern the nature of industrial and post-industrial society. We will ask about the nature of social coherence and civil society, and whether their structures are developing or devolving in the modern world. We will ask what these developments mean for the state of our political and economic systems. Student interests and concerns will determine multiple other paths of enquiry as well. Course grades will be based on class participation and presentations, quizzes, papers, a midterm and a final.

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<b>23242</b>	<b>HIST</b> Meets Reqs: HSááREGá	<b>HIST 1190</b> W	<b>MEDIEVAL GOVERNMENT &amp; SOCIETY</b> 02:00 PM to 04:25 PM	<b>CL 142</b>	Greenberg,Janelle 3 Credits
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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 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.

<b>23243</b>	<b>HIST</b>	<b>HIST 1191</b>	<b>ENGLISH ORIGINS OF AMERICAN LAW</b>	Greenberg, Janelle
	Meets Reqs: HSÁÁREGÁ	TTh	02:30 PM to 03:45 PM CL 337	3 Credits

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). Prerequisite(s): No prerequisites, though Peter Karsten's American legal history is good preparation. Students are expected to read assigned material and to attend lectures.

<b>23254</b>	<b>HIST</b>	<b>HIST 1775</b>	<b>ORIGINS OF CHRISTIANITY</b>	Denova, Rebecca I
	Meets Reqs: HSÁÁREGÁ	TTh	02:30 PM to 03:45 PM CL 232	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>20009</b>	<b>HIST</b>	<b>HIST 1783</b>	<b>GREEK HISTORY</b>	Bromberg, Jacques Albert
	Meets Reqs: HSÁÁREGÁ	TTh	01:00 PM to 02:15 PM CL 232	3 Credits

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>25665</b>	<b>HISTH</b>	<b>HIST 1083</b>	<b>HISTORY OF SPORTS</b>	Ruck, Robert
	Meets Reqs: HSÁÁÁ	TTh	09:30 AM to 10:45 AM VICTO 117	3 Credits

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.

<b>10758</b>	<b>HISTH</b>	<b>HIST 1090</b>	<b>HISTORY MEDICINE &amp; HEALTH CARE</b>	Erlen, Jonathon
	Meets Reqs: HSÁÁÁ	MWF	01:00 PM to 02:15 PM CL 206	3 Credits

This course examines the origins and evolution of both traditional medical systems and alternative health care patterns in Western civilization, from the earliest societies to the present. Particular attention is placed on the impact of religion, warfare, and other societal factors on the development of medicine. Emphasis is placed on the changing theories of disease causation. The majority of this course deals with the history of the American health care system, discussing the regular medical community, irregular medical sects and health fads, home health care, and the various forms of health care quackery. Emphasis is placed on how changes in American society impacted the evolution of public health, health care facilities, medical education and the emerging role of the government in health care issues. Prerequisite(s): No prerequisites: students are required to do book reviews, exams that include out of class essays, and to attend all class sessions and two evening lectures. There will be a mandatory discussion session following each lecture. Formal English writing style is required of all out of class book reviews. There will be ample time to discuss course materials, both following all class sessions and in office hours every week. This course is co-taught by Kristen Erhenberger M.D., Ph.D. who will answer any technical medical issues that may come up in this course.

<b>10771</b>	<b>HPS</b>	<b>HPS 0427</b>	<b>MYTH AND SCIENCE</b>	Novick, Aaron Michael
	Meets Reqs: ÁREGÁ	W	06:00 PM to 08:30 PM CL 304	3 Credits

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>18299</b>	<b>HPS</b>	<b>HPS 0430</b>	<b>GALILEO &amp; CREATN MDRN SCIENCE</b>	Palmieri,Paolo
	Meets Reqs: PHáHSááá	TTh	11:00 AM to 12:15 PM CL 151	3 Credits
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.				

<b>23484</b>	<b>HPS</b>	<b>HPS 0515</b>	<b>MAGIC, MEDICINE AND SCIENCE</b>	
	Meets Reqs: HSááá	T	06:00 PM to 08:30 PM CL 130	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>29064</b>	<b>HPS</b>	<b>HPS 1530</b>	<b>EURPN INTELCL HIST 2 1870-1940</b>	Hammond,Leslie Ann
	Meets Reqs: SSáHSááCOMá	T	01:00 PM to 03:25 PM CRAWF 241	3 Credits
This course will explore topics in West European Intellectual History, 1850-1950. It will be conducted as a seminar centered upon student discussion. For this reason, students will be expected to read and engage the assigned sources before class. These sources will include readings in Mill, Durkheim, Mannheim, Freud and Existentialism. Some of our organizing questions will concern the nature of industrial and post-industrial society. We will ask about the possibility for social coherence in the modern world and we will explore the role of the intellectual. Student interests and concerns will determine other paths of enquiry. Course grades will be based on class participation and presentations, three papers, a midterm and a final.				

<b>19216</b>	<b>HPS</b>	<b>HPS 2522</b>	<b>SPEC TOPICS-HISTORY OF SCIENCE</b>	Palmieri,Paolo
	Meets Reqs: á	M	03:00 PM to 05:25 PM CL G28	3 Credits
This seminar explores scientific models of knowledge and humanistic models of knowledge in Plotinus and the intellectual movement known as Neoplatonism. We will study Plotinus's Enneads and other sources by focusing on a variety of philosophical, cultural, and historical aspects, such as methods of inquiry, patterns of antagonism with Christianity, the definition of disciplinary boundaries, the notion of the self, the production and transmission of texts in the school, first principles, the conception of matter, nature, soul, and the categories of being that Western science appropriated from this enormously influential cultural tradition.				

<b>29599</b>	<b>HPS</b>	<b>HPS 2673</b>	<b>STUDIES IN ARISTOTLE</b>	Lennox,James
	Meets Reqs: á	W	09:30 AM to 12:00 PM CL G28	3 Credits
Recently philosophers engaged in inquiry in ethics, metaphysics, and philosophy of science have been explicit in acknowledging inspiration from Aristotle and the Aristotelian tradition, often identifying their projects as 'Neo-Aristotelian'. In this seminar we will do a selective examination of work in this genre, focused not only on the merits and shortcomings of that work itself, but also on its connections with Aristotle's philosophical inquiries into the same or related topics. It is hoped that a clear (or clearer) answer will emerge to the question, 'What is it to be an Aristotelian (or 'Neo-Aristotelian') in the 21st century?'.				

<b>11385</b>	<b>JS</b>	<b>JS 0283</b>	<b>US AND THE HOLOCAUST</b>	Burstin,Barbara Stern
	Meets Reqs: HSááá	TTh	01:00 PM to 02:15 PM CL 252	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>10652</b>	<b>JS</b>	<b>JS 0283</b>	<b>US AND THE HOLOCAUST</b>	Burstin,Barbara Stern
	Meets Reqs: HSááá	TTh	02:30 PM to 03:45 PM CL 252	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>29025</b>	<b>JS</b>	<b>JS 1270</b>	<b>GERMANY TODAY</b>	Colin,Amy
	Meets Reqs: áREGá	TTh	04:00 PM to 05:15 PM CL 2628	3 Credits

<b>29679</b>	<b>LING</b>	<b>GREEKM 0101</b>	<b>GREEK (MODERN) 1</b>	Aiyangar, Gretchen M Papanastasiou, Areti 4 Credits
	Meets Reqs: á	TTh	04:00 PM to 05:40 PM CL G21	
Modern Greek 1				
<b>29094</b>	<b>LING</b>	<b>GREEKM 0103</b>	<b>GREEK (MODERN) 3</b>	Aiyangar, Gretchen M Papanastasiou, Areti 3 Credits
	Meets Reqs: Lááá	TTh	02:30 PM to 03:45 PM CL G21	
Modern Greek 3				
<b>29680</b>	<b>LING</b>	<b>IRISH 0101</b>	<b>IRISH (GAELIGE) 1</b>	Aiyangar, Gretchen M Young, Marie A 4 Credits
	Meets Reqs: á	TTh	10:00 AM to 11:40 AM CL 249	
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. Complete assignments independent of internet support based on work covered .Gain an understanding and respect of aspects of the Irish culture - songs, poems, dance and Irish sports, geography. Comprehend and utilize Instructor notes along with supplemental materials.				
<b>29681</b>	<b>LING</b>	<b>IRISH 0101</b>	<b>IRISH (GAELIGE) 1</b>	Aiyangar, Gretchen M Young, Marie A 4 Credits
	Meets Reqs: á	TTh	12:00 PM to 01:40 PM CL 219	
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. Complete assignments independent of internet support based on work covered .Gain an understanding and respect of aspects of the Irish culture - songs, poems, dance and Irish sports, geography. Comprehend and utilize Instructor notes along with supplemental materials.				
<b>29092</b>	<b>LING</b>	<b>IRISH 0103</b>	<b>IRISH (GAELIGE) 3</b>	Aiyangar, Gretchen M Young, Marie A 3 Credits
	Meets Reqs: Lááá	TTh	02:30 PM to 03:45 PM CL G16A	
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 Str   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>29671</b>	<b>LING</b>	<b>SWE 0101</b>	<b>SWEDISH 1</b>	Aiyangar, Gretchen M Albertsson, Eva Ulrika 4 Credits
	Meets Reqs: á	TTh	11:00 AM to 12:40 PM CL 229	
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>29124</b>	<b>LING</b>	<b>SWE 0103</b>	<b>SWEDISH 3</b>	Aiyangar, Gretchen M Albertsson, Eva Ulrika 3 Credits
	Meets Reqs: Lááá	TTh	09:30 AM to 10:45 AM CL G21	
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>10383</b>	<b>MUSIC</b>	<b>MUSIC 0211</b>	<b>INTRO TO WESTERN ART MUSIC</b>	Ruth, Christopher T 3 Credits
	Meets Reqs: MAáHSááá	MW	05:00 PM to 05:50 PM FKART 125	
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>16996</b>	<b>MUSIC</b>	<b>MUSIC 0222</b>	<b>HISTORY OF WESTERN MUSC TO 1750</b>	
	Meets Reqs: EXááá	MW	03:00 PM to 04:15 PM BELLH 309	3 Credits

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).

<b>27772</b>	<b>MUSIC</b> Meets Reqs: MAááá	<b>MUSIC 0844</b> Th	<b>THE MUSIC OF THE BEATLES</b> 06:00 PM to 08:30 PM	<b>MUSIC 132</b>	Weintraub, Andrew N 3 Credits
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This course will focus on the life and music of the Beatles within the social and cultural context of the 1960s. We will consider the band's formative influences; stylistic cross-influences with contemporary artists; song-writing and musical styles of individual members of the band; and the social and cultural conditions that shaped their music. Most importantly, we will pay close attention to the songs, numbering nearly 200 in commercial releases and astonishing for their variety and innovation. This class is limited to music majors, music minors, or those with special permission from the instructor or John Goldsmith, Undergraduate Music Advisor.

<b>27984</b>	<b>MUSIC</b> Meets Reqs: á	<b>MUSIC 1230</b>	<b>MUSIC SINCE 1945</b> 12:00 AM to 12:00 AM	<b>TBA</b>	3 Credits
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This course is designed to introduce the student to music in the Western Art tradition of the past century. Students will explore the works of 20th and 21st century composers and examine major musical trends. Many composers will be discussed such as Ravel, Strauss, Prokofiev, Satie, Hindemith, Sibelius, Bartok, Britten, Varese, Stravinsky, Copland, Schoenberg, Webern, Berg, Shostakovitch, Ives, Boulez, Ligeti, Stockhausen, Cage, Messiaen, Babbitt, Reich, Glass, Carter, Crumb, Zorn, and others. Major trends to be covered include: modernism, neoclassicism, minimalism, indeterminacy, serialism and total serialism, electronic music, and postmodernism.

<b>27985</b>	<b>MUSIC</b> Meets Reqs: á	<b>MUSIC 2232</b>	<b>SEMINAR IN MUSIC SINCE 1945</b> 12:00 AM to 12:00 AM	<b>TBA</b>	3 Credits
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This course studies significant post-war works and examines the modes of thought that produced them. Class sessions will be organized thematically, with such topics as: virtuosity, appropriation, indeterminacy, politics, and multi-media applications. Composers represented will include: Feldman, Cage, Kagel, Lachenmann, Sciarrino, Ligeti, Nancarrow, Berio, Grisey, Nono, Zorn and others. Several guest composers and performers will be invited to discuss relevant issues.

<b>24847</b>	<b>PHIL</b> Meets Reqs: PHááá	<b>PHIL 0010</b> TTh	<b>CONCEPTS OF HUMAN NATURE</b> 02:00 PM to 02:50 PM	<b>CL G24</b>	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>26919</b>	<b>PHIL</b>	<b>PHIL 0012</b>	<b>CONCPTS HUMAN NATURE/WRIT PRAC</b> 12:00 AM to 12:00 AM	<b>TBA</b>	4 Credits
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<b>26920</b>	<b>PHIL</b> Meets Reqs: PHáááW	<b>PHIL 0012</b>	<b>CONCPTS HUMAN NATURE/WRIT PRAC</b> 12:00 AM to 12:00 AM	<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>29058</b>	<b>PHIL</b> Meets Reqs: PHáááW	<b>PHIL 0012</b> TTh	<b>CONCPTS HUMAN NATURE/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>CL 327</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>29058</b>	<b>PHIL</b> Meets Reqs: PHáááW	<b>PHIL 0012</b> TTh	<b>CONCPTS HUMAN NATURE/WRIT PRAC</b> 02:00 PM to 02:50 PM	<b>CL G24</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>29059</b>	<b>PHIL</b> Meets Reqs: PHáááW	<b>PHIL 0012</b> TTh	<b>CONCPTS HUMAN NATURE/WRIT PRAC</b> 04:00 PM to 04:50 PM	<b>CL 149</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>29059</b>	<b>PHIL</b>	<b>PHIL 0012</b>	<b>CONCPTS HUMAN NATURE/WRIT PRAC</b>		
	Meets Reqs: PHáááW	TTh	02:00 PM to 02:50 PM	CL G24	4 Credits
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>23137</b>	<b>PHIL</b>	<b>PHIL 0080</b>	<b>INTRO TO PHILOSOPHCAL PROBLEMS</b>		
	Meets Reqs: PHááá	MW	10:00 AM to 10:50 AM	CL G24	3 Credits
In this course we will examine a handful of classic works tackling the central questions of philosophy. In particular, we will be concerned with the questions: is there any certain method for acquiring knowledge, or are all of our beliefs just guesses? Is there such a thing as objective knowledge? Are there facts about who is right and who is wrong in moral disputes -- or just differences of opinion? We will examine a handful of the most influential works ever written about these questions. This course aims both to familiarize students with philosophical disputes and to develop skills for recognizing, understanding, and evaluating arguments in some difficult texts.					
<b>10654</b>	<b>PHIL</b>	<b>PHIL 0082</b>	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b>		
	Meets Reqs: PHáááW	TTh	11:00 AM to 11:50 AM	CL G16A	4 Credits
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>24189</b>	<b>PHIL</b>	<b>PHIL 0082</b>	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b>		
	Meets Reqs: PHáááW	TTh	12:00 PM to 12:50 PM	CL G16A	4 Credits
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>10654</b>	<b>PHIL</b>	<b>PHIL 0082</b>	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b>		
	Meets Reqs: PHáááW	MW	10:00 AM to 10:50 AM	CL G24	4 Credits
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>24189</b>	<b>PHIL</b>	<b>PHIL 0082</b>	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b>		
	Meets Reqs: PHáááW	MW	10:00 AM to 10:50 AM	CL G24	4 Credits
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>24194</b>	<b>PHIL</b>	<b>PHIL 0200</b>	<b>HISTORY OF ANCIENT PHILOSOPHY</b>		Gelber, Jessica Louise
	Meets Reqs: PHááá	TTh	12:00 PM to 12:50 PM	CL 324	3 Credits
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>24196</b>	<b>PHIL</b>	<b>PHIL 0202</b>	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b>		Gelber, Jessica Louise
	Meets Reqs: PHáááW	TTh	12:00 PM to 12:50 PM	CL 324	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>24196</b>	<b>PHIL</b>	<b>PHIL 0202</b>	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b>		Gelber, Jessica Louise
	Meets Reqs: PHáááW	TTh	09:00 AM to 09:50 AM	THACK 321	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>24197</b>	<b>PHIL</b>	<b>PHIL 0202</b>	<b>HISTORY ANCIENT PHIL/WRIT PRAC</b>		Gelber, Jessica Louise



Meets Reqs: PHÁÁÁW TTh 10:00 AM to 10:50 AM BENDM 4 Credits  
G27

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.

**24197 PHIL PHIL 0202 HISTORY ANCIENT PHIL/WRIT PRAC** Gelber, Jessica Louise

Meets Reqs: PHÁÁÁW TTh 12:00 PM to 12:50 PM CL 324 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.

**10420 PHIL PHIL 0300 INTRODUCTION TO ETHICS** 3 Credits

Meets Reqs: PHÁÁÁ MW 01:00 PM to 01:50 PM CL G24 3 Credits

In deciding how to act, we frequently guide ourselves by general principles, which forbid or require various kinds of action. Moral philosophy is the attempt to explore systematically a number of questions which arise in connection with such principles. We may ask, for example: What is it for a principle to be a moral principle? Is there one uniquely correct moral code, or is morality a matter of personal preference? What candidates for moral principles can be defended? Why should I be moral? The course will examine several of these questions and the answers suggested by classic moral philosophers such as Kant and Mill. We will also consider discussions of these issues by contemporary philosophers, as well as a concrete moral problem such as abortion. Throughout the course, emphasis will be placed on learning how to criticize and evaluate moral and philosophical claims, as well as developing and deepening one's own views. By examining the nature of morality, we can better decide how to live. Description from a previous instructor.

**23977 PHIL PHIL 0302 INTRODUCTN TO ETHCS/WRIT PRAC** 4 Credits

Meets Reqs: PHÁÁÁW TTh 10:00 AM to 10:50 AM CL G16B 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.

**29061 PHIL PHIL 0302 INTRODUCTN TO ETHCS/WRIT PRAC** 4 Credits

Meets Reqs: PHÁÁÁW TTh 11:00 AM to 11:50 AM CL G16B 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.

**23977 PHIL PHIL 0302 INTRODUCTN TO ETHCS/WRIT PRAC** 4 Credits

Meets Reqs: PHÁÁÁW MW 01:00 PM to 01:50 PM CL G24 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.

**29060 PHIL PHIL 0302 INTRODUCTN TO ETHCS/WRIT PRAC** 4 Credits

Meets Reqs: PHÁÁÁW MW 04:00 PM to 04:50 PM CL 321 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.

**29060 PHIL PHIL 0302 INTRODUCTN TO ETHCS/WRIT PRAC** 4 Credits

Meets Reqs: PHÁÁÁW MW 01:00 PM to 01:50 PM CL G24 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.

**29061 PHIL PHIL 0302 INTRODUCTN TO ETHCS/WRIT PRAC** 4 Credits

Meets Reqs: PHÁÁÁW MW 01:00 PM to 01:50 PM CL G24 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.

**29328 PHIL PHIL 0320 SOCIAL PHILOSOPHY** 3 Credits

Meets Reqs: PHÁÁÁ MW 09:00 AM to 09:50 AM CL 324 3 Credits

In this course we will examine the relationship between human beings and society. Students will be encouraged to reflect on conceptions of society as a human product and the human individual as a social product. Readings may include Mill, Rousseau, and Marx, as well as some contemporary writers. We will also discuss such questions of contemporary interest as: What is it for a society to be free? What is it for a society to be oppressive? What is social revolution?

**29337 PHIL PHIL 0330 POLITICAL PHILOSOPHY** Pallikkathayil, Japa 3 Credits

Meets Reqs: PHÁÁÁ TTh 10:00 AM to 10:50 AM CL G24 3 Credits

States claim for themselves many powers like, for example, the power to punish people who break the law. This course will examine the nature and justification of these kinds of powers. Special emphasis will be placed on reading texts closely and the critical evaluation of arguments.

**29344 PHIL PHIL 0332 POLITICAL PHILOSOPHY/WRITE PRAC**  
 Meets Reqs: PHÁÁÁW TTh 10:00 AM to 10:50 AM CL G24 4 Credits  
 For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. 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.

**29345 PHIL PHIL 0332 POLITICAL PHILOSOPHY/WRITE PRAC**  
 Meets Reqs: PHÁÁÁW TTh 10:00 AM to 10:50 AM CL G24 4 Credits  
 For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. 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.

**29344 PHIL PHIL 0332 POLITICAL PHILOSOPHY/WRITE PRAC**  
 Meets Reqs: PHÁÁÁW MW 01:00 PM to 01:50 PM CL 317 4 Credits  
 For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. 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.

**29345 PHIL PHIL 0332 POLITICAL PHILOSOPHY/WRITE PRAC**  
 Meets Reqs: PHÁÁÁW MW 02:00 PM to 02:50 PM CL 317 4 Credits  
 For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. 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.

**27387 PHIL PHIL 0473 PHILOSOPHY OF RELIGION** Bahler,Brock A  
 Meets Reqs: PHÁÁÁ TTh 11:00 AM to 12:15 PM CL 342 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.

**29419 PHIL PHIL 0473 PHILOSOPHY OF RELIGION**  
 Meets Reqs: PHÁÁÁ MW 03:00 PM to 04:15 PM CL 358 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.

**24408 PHIL PHIL 1020 PLATO** Gelber,Jessica Louise  
 Meets Reqs: á TTh 04:00 PM to 05:15 PM CL 144 3 Credits  
 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.

**29424 PHIL PHIL 2170 KANT** Engstrom,Stephen  
 Meets Reqs: á Th 04:00 PM to 06:25 PM CL 1001 3 Credits  
 This course aims at a general understanding of the Critique of Pure Reason as a whole. It will examine the work's central metaphysical and epistemological doctrines, with attention to their historical context. Emphasis will be placed on the basic objectives of the Critique in relation to its doctrines and its strategies of argument. While some attention will be given to varying interpretations of the Critique, the principal focus will be on Kant's text.

**26970 PHIL PHIL 2180 HEGEL** Brandom,Robert  
 Meets Reqs: á W 01:00 PM to 03:25 PM CL 1001 3 Credits  
 In this seminar we will read Hegel's Phenomenology of Spirit, and the ms. of Brandom's forthcoming book A Spirit of Trust: A Semantic Reading of Hegel's Phenomenology.

**25635 PS PS 0300 COMPARATIVE POLITICS** Spoon,Jae-Jae M  
 Meets Reqs: SSÁÁCOMá TTh 12:00 PM to 12:50 PM LAWRN 121 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.

<b>11618</b>	<b>PS</b>	<b>PS 0300</b>	<b>COMPARATIVE POLITICS</b>	Perez-Linan, Anibal Sebastian
	Meets Reqs: SSááCOMá	MW	02:00 PM to 02:50 PM VICTO 129	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.				
<b>17018</b>	<b>PS</b>	<b>PS 0500</b>	<b>WORLD POLITICS</b>	Panayides, Daniela Donno
	Meets Reqs: SSááGLOá	TTh	02:00 PM to 02:50 PM CL 324	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>25640</b>	<b>PS</b>	<b>PS 0500</b>	<b>WORLD POLITICS</b>	Gochman, Charles S
	Meets Reqs: SSááGLOá	TTh	03:00 PM to 03:50 PM ALUM 7AUD	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>20230</b>	<b>PS</b>	<b>PS 0600</b>	<b>POLITICAL THEORY</b>	
	Meets Reqs: PHááá	MW	02:00 PM to 02:50 PM CRAWF 169	3 Credits
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>11061</b>	<b>PS</b>	<b>PS 1311</b>	<b>WESTERN EURP GOVERMNT &amp; POLIT</b>	Whitehead, Jeffrey Robert
	Meets Reqs: áCOMá		12:00 AM to 12:00 AM TBA	3 Credits
This is a Study Abroad course. Please contact the Study Abroad Office for further details.				
<b>25652</b>	<b>PS</b>	<b>PS 1311</b>	<b>WESTERN EURP GOVERMNT &amp; POLIT</b>	Whitehead, Jeffrey Robert
	Meets Reqs: áCOMá		12:00 AM to 12:00 AM TBA	3 Credits
This is a Study Abroad course. Please contact the Study Abroad Office for further details.				
<b>24786</b>	<b>PS</b>	<b>PS 1317</b>	<b>POLITICS OF THE EUROPEAN UNION</b>	
	Meets Reqs: á	TTh	04:00 PM to 05:15 PM CL 139	3 Credits
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>30135</b>	<b>PS</b>	<b>PS 1381</b>	<b>CAPSTONE SEMINAR COMP POLITICS</b>	Ames, Barry Charles
		W	09:30 AM to 12:00 PM WWPB 4801	3 Credits
<b>11849</b>	<b>PS</b>	<b>PS 1381</b>	<b>CAPSTONE SEMINAR COMP POLITICS</b>	Alexiadou, Despoina
	Meets Reqs: áW	T	10:00 AM to 12:30 PM WWPB 4625	3 Credits
This course will examine the major problems involved in the study and understanding of change in "less developed countries," the main approaches and theories applied to these problems, and the criticisms directed at some of these approaches. In particular, it will consider attempts to understand "development" by reference to the earlier experiences of Europe and the United States and will evaluate the relevance of such an approach to the current problems of the underdeveloped world. (Comparative Field)				
<b>23496</b>	<b>PS</b>	<b>PS 1504</b>	<b>NATIONALISM</b>	Wezel, Katja

	Meets Reqs: HSÁÁREGÁ	MW	11:00 AM to 11:50 AM	CL 332	3 Credits
This course examines theories of nationalism and ethnicity. The course provides an overview of the history of nationalism and the nation-state in Europe. Particular emphasis is also placed on national and regional identities in Europe, comparing the development of nationalism in western countries such as France or Germany with the new wave of nationalism as well as ethnic politics and ethnic conflicts in East and Central Europe after the end of the Soviet Empire.					
<b>28891</b>	<b>PS</b>	<b>PS 1510</b>	<b>COLDWAR:SOVT UNIN WEST 1917-91</b>		Surzhko-Harned,Olena M
	Meets Reqs: á	TTh	01:00 PM to 02:15 PM	WWPH 4500	3 Credits
This course will survey the relationship between the major Western powers and the USSR and the international Communist movement from the Bolshevik revolution until the collapse of the USSR. The first section focuses on the initial European response to the Bolshevik revolution, the development of European fascism, the USSR's changing alliance strategy and its role in World War II. The second section deals with the various states of the 'Cold War' between the USA and the USSR after World War II.					
<b>28905</b>	<b>PS</b>	<b>PS 1521</b>	<b>EASTRN EURP IN WORLD POLITICS</b>		
	Meets Reqs: HSÁIFNÁÁREGÁ	TTh	02:30 PM to 03:45 PM	WWPH 4500	3 Credits
Eastern Europe has now seen more than twenty-five years of dramatic, and uneven, changes 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>25926</b>	<b>PS</b>	<b>PS 1583</b>	<b>TOPCS IN INTRNATNAL RELATIONS</b>		Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM	TBA	3 Credits
<b>28915</b>	<b>PS</b>	<b>PS 1583</b>	<b>TOPCS IN INTRNATNAL RELATIONS</b>		
	Meets Reqs: á	TTh	01:00 PM to 02:15 PM	OEH 316	3 Credits
Oil and other natural resources have played a crucial role in shaping the politics, development, and foreign relations of countries in all regions of the world. While experts originally believed that natural resource wealth would be a blessing for endowed countries, we now know they often impede economic growth, reinforce authoritarianism, exacerbate corruption, and cause conflict. This course will examine the political economy of oil, natural gas, minerals, and other natural resources to gain insight into why they can be a blessing or a curse. We will explore the role of governments, oil companies, OPEC, the demand for energy security, and environmental concerns in shaping the effects of natural resources.					
<b>25914</b>	<b>PS</b>	<b>PS 1661</b>	<b>GAME THRONES POLITICAL THEORY</b>		Lotz,Andrew Louis
	Meets Reqs: EXÁÁÁ	MWF	10:00 AM to 10:50 AM	CL 358	3 Credits
This course considers George R.R. Martin's popular 'Song of Fire and Ice'/'Game of Thrones' series in a political context. The class will consider the way that the series speaks to and shapes political attitudes and beliefs, as well as the way that Martin's creative vision was formed by reference to history and politics. The course will begin with reading Martin's own writing: the book Game of Thrones. Then it will explore the historical inspiration of the series, the Wars of the Roses, and some of the political theory that was created in reaction to that period. Following that, it will cover a few critical political theorists whose works focus on narratives about power, deception, and authority (the core themes of the series). Students in the class will gain exposure to Machiavelli, Locke, de Montesquieu, and Arendt in the course of this consideration, while also getting a chance to understand and discuss the popular books and television show in academic and sustained fashion. As a note, prior reading or viewing of the series is not required, nor necessary, though it will be helpful (and a spoiler policy will be given before the start of the term to minimize concern for those at various points of encountering the series). Grading will be primarily focused on short reaction papers, in-class writing and recall exercises, and a final argumentative research paper.					
<b>30260</b>	<b>PS</b>	<b>PS 2320</b>	<b>HUMAN SECURITY</b>		Seybolt,Taylor B
	Meets Reqs: á	M	03:00 PM to 05:50 PM	WWPH 3911	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.					

<b>29146</b>	<b>PS</b>	<b>PS 2401</b>	<b>BEHAVIOR THEORY &amp; EXPERIMENTS</b>	Woon,Jonathan E
	Meets Reqs: á	W	09:30 AM to 11:50 AM WWPH 4430	3 Credits
A description is not available at this time.				
<b>11393</b>	<b>RELGST</b>	<b>RELGST 0083</b>	<b>MYTHOLOGY IN THE ANCIENT WORLD</b>	Jones,Marilyn Morgan
	Meets Reqs: áREGá	TTh	02:30 PM to 03:45 PM BENDM G36	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.				
<b>17682</b>	<b>RELGST</b>	<b>RELGST 0105</b>	<b>RELIGIONS OF THE WEST</b>	
	Meets Reqs: HSááCOMá	TTh	09:30 AM to 10:45 AM CL 239	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>18435</b>	<b>RELGST</b>	<b>RELGST 0105</b>	<b>RELIGIONS OF THE WEST</b>	Shear,Adam B
	Meets Reqs: HSááCOMá	MWF	11:00 AM to 11:50 AM CL 232	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>11387</b>	<b>RELGST</b>	<b>RELGST 0283</b>	<b>US AND THE HOLOCAUST</b>	Burstin,Barbara Stern
	Meets Reqs: HSááá	TTh	01:00 PM to 02:15 PM CL 252	3 Credits
In recent years more and more attention has been focused on the Nazis 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.				
<b>10653</b>	<b>RELGST</b>	<b>RELGST 0283</b>	<b>US AND THE HOLOCAUST</b>	Burstin,Barbara Stern
	Meets Reqs: HSááá	TTh	02:30 PM to 03:45 PM CL 252	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>27386</b>	<b>RELGST</b>	<b>RELGST 0715</b>	<b>PHILOSOPHY OF RELIGION</b>	Bahler,Brock A
	Meets Reqs: PHááá	TTh	11:00 AM to 12:15 PM CL 342	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>29017</b>	<b>RELGST</b>	<b>RELGST 0715</b>	<b>PHILOSOPHY OF RELIGION</b>	
	Meets Reqs: PHááá	MW	03:00 PM to 04:15 PM CL 358	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>23253</b>	<b>RELGST</b>	<b>RELGST 1120</b>	<b>ORIGINS OF CHRISTIANITY</b>	Denova,Rebecca I

	Meets Reqs: HSÁÁREGÁ	TTh	02:30 PM to 03:45 PM	CL 232	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>25889</b>	<b>RELGST</b>	<b>RELGST 1144</b>	<b>CLASSICAL MYTHOLOGY &amp; LIT</b>		Hoenig, Christina Maria
	Meets Reqs: EXÁÁREGÁ	TTh	11:00 AM to 12:15 PM	CL 349	3 Credits
In this course we will examine several well-known ancient myths through the works of various Greek and Roman authors. We will discuss how each author transforms and interprets the myths in accordance with his own methods to these ancient stories as a mirror of the cultural climate contemporary with him. Topics covered include the creation myth of Hesiod's Theogony and the portrayal of the gods of popular Greek and Roman religion through this and other works such as Homer's Iliad and Odyssey and Vergil's Aeneid. It is the aim of this course to expand the students' understanding of ancient Greek and Roman literary culture and to equip them with a variety of interpretative methodologies.					
<b>27314</b>	<b>RELGST</b>	<b>RELGST 1260</b>	<b>AMERICAN JEWISH EXPERIENCE</b>		Burstin, Barbara Stern
	Meets Reqs: HSÁÁÁ	TTh	11:00 AM to 12:15 PM	CL 252	3 Credits
This course is designed to look at the history of the Jewish community in America up to the present time. While that history is more than 350 years old, we will focus primarily on the 20th and 21st centuries. We will explore not just historical themes and developments, but also contemporary issues and perspectives. In our discussion, we shall touch on aspects of American, European and world Jewish history. There will be a variety of classroom activities including lecture-discussion, oral reports, films and guest speakers. The aim of this course is to make each class provocative, lively and informative and relevant by raising issues and questions regarding the past, present and future of the American Jewish community.					
<b>11841</b>	<b>RELGST</b>	<b>RELGST 1760</b>	<b>RELIGION AND RATIONALITY</b>		Bahler, Brock A
	Meets Reqs: PHÁÁÁ	TTh	02:30 PM to 03:45 PM	EBERL 206	3 Credits
This course critically examines how religious and nonreligious thinkers have navigated the relation between faith and reason throughout the history of Western thought. Special attention will be paid to evaluating how the relationship between religion and philosophy within Western religious thought has shaped current debates regarding politics, race, gender, and science.					
<b>23169</b>	<b>SLAVIC</b>	<b>SLAV 0660</b>	<b>SCI-FI: EAST AND WEST</b>		
	Meets Reqs: IFNÁÁCOMÁ	Th	06:00 PM to 08:30 PM	VICTO 122	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>11320</b>	<b>SLAVIC</b>	<b>SLAV 0660</b>	<b>SCI-FI: EAST AND WEST</b>		
	Meets Reqs: IFNÁÁCOMÁ	MW	04:30 PM to 05:45 PM	LAWRN 121	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>24088</b>	<b>SLAVIC</b>	<b>SLAV 0880</b>	<b>VAMPIRE: BLOOD AND EMPIRE</b>		
	Meets Reqs: ÁREGÁ	TTh	04:00 PM to 05:15 PM	CL 232	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>11319</b>	<b>SLAVIC</b>	<b>SLAV 0880</b>	<b>VAMPIRE: BLOOD AND EMPIRE</b>		
	Meets Reqs: ÁREGÁ	MW	04:30 PM to 05:45 PM	CL 324	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>19323</b>	<b>SLAVIC</b>	<b>SLAV 1225</b>	<b>CROS CLTL REPRSTN PRISON 20THC</b>		
	Meets Reqs: LITÁÁCOMÁ	MW	04:30 PM to 05:45 PM	CL 337	3 Credits
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>11611</b>	<b>SOC</b> Meets Reqs: áGLOá	<b>SOC 0005</b> MW	<b>SOCIETIES</b> 01:00 PM to 01:50 PM	<b>CL 232</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, 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.

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