The European Studies Center is pleased to provide you with a copy of our course offerings for fall 2011 (2121). Courses not listed in this booklet may count towards the certificate with permission of the EUCE/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 courses beyond the fourth semester level (or equivalent) in French, German, Italian, Spanish or Portuguese; OR, four semesters of one language and two of another, as long as one or both are “less commonly taught” languages offered by the LCTL Center (current offerings: Irish Gaelic, Swedish, and Modern Greek).
b. Five West European Studies Courses (15 credits):
   ▪ One in the student’s major department (if available), and one in the student’s secondary major or minor (if applicable and available)
   ▪ One of the five must be about contemporary Western Europe
   ▪ 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 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  Stephen Lund  (412) 648-7422  slund@pitt.edu
Graduate Advisor  Thomas Allen  (412) 624-5404  tfa3@pitt.edu
This course draws on the archaeological record to survey European prehistory from the earliest human occupation of Europe until the Roman conquest. Geographical coverage will include Western, Central and Eastern Europe in addition to southern areas including parts of the Mediterranean and Aegean. Emphasis will be placed on investigating major changes in social organization, technology and economy. Therefore, key developments investigated will include the interaction between Neanderthals and Homo Sapiens, the emergence of Upper Paleolithic art, Neolithic megalithic constructions (e.g. Stonehenge) the emergence and spread of agriculture, Indo-European languages, the impact of bronze and iron metallurgy, Iron Age 'Celtic' developments, and the expansion and influence of the Roman Empire. This course will provide a useful foundation for students interested in archaeology, history, ethnology, art history, and classics.

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. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop dates - Saturdays; 9/10, 10/1, 11/5/2011.

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.

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.
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.

25078  CLASS  CLASS 1130  CLASSICAL MYTHOLOGY & LIT  Floyd, Edwin D
Meets Reqs:  TTh  09:30 AM to 10:45 AM  3 Credits
EXREG

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 deities 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.

25146  CLASS  CLASS 1220  ROMAN HISTORY  Newell, John F
W  06:00 PM to 08:30 PM  LANGY  3 Credits
A224

This course is a survey of Roman history from the founding of the city in the 8th century B.C.E. to the collapse of the Western Empire in the 5th century C.E. The history of Rome is the story of how a city-state first unified the Italian peninsula under its military and political leadership; how it then developed into a Mediterranean Empire which, at its greatest territorial extent, stretched from Britain in the West to the Tigris and Euphrates in the East; and how it finally lost political and military control of its empire which broke apart into what became the states of Medieval Europe. As we read a modern narrative history of Rome and the works of Roman and Greek historians, we will examine how Rome acquired and governed its empire; under what forms of government and under whose leadership the affairs of the Roman People were administered; and what causes led to the breakup of the Roman Empire.

12299  CLASS  CLASS 1430  ORIGINS OF CHRISTIANITY  Denova, Rebecca I
Meets Reqs:  T  06:00 PM to 08:30 PM  WWP  1501  3 Credits
HSREG

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 Pastoral), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.

11283  CLASS  CLASS 1430  ORIGINS OF CHRISTIANITY  Denova, Rebecca I
Meets Reqs:  TTh  02:30 PM to 03:45 PM  CL 000G8  3 Credits
HSREG

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 Pastoral), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.

24596  CLASS  CLASS 1520  ROMAN ART  Weis, H Anne
Meets Reqs:  MW  03:00 PM to 04:15 PM  FKART  204  3 Credits
REG

Roman Art is the art of a civilization much like our own -- cosmopolitan and multi-cultural. The course will trace the development of Roman Art from the formation of Rome's empire in the 2nd c. BC to the empire at its broadest geographical extent, in the 2nd c. AD., examining both the public art (architecture and sculpture) sponsored by the central and local governments, and the decorative art of the Roman consumer.

24669  CLASS  CLASS 2312  STUDIES IN PLATO  3 Credits
Th  07:00 PM to 09:30 PM  CL  1001

A description is not available at this time.

24672  CLASS  CLASS 2314  STUDIES IN ARISTOTLE  3 Credits
Th  01:30 PM to 03:55 PM  CL  G28

This course is a study of Aristotle's De motu animalium. The opening lines of the treatise promise a common account of animal motion. This account is common in the sense that it applies to all the types of animal motion that there might be. Later on it becomes clear that this account implies an explanation of how the soul moves the body. This helps us to understand why Aristotle builds his account of animal motion not only on the results achieved in the general treatment of motion offered in the Physics and the study of animal life advanced in his biological works, but also on certain features of the account of the soul presented in the De anima. A careful study of the way in which the argument of the De motu animalium unfolds will shed some light on the epistemological commitments guiding Aristotle in his investigation of the natural world, as well as on the place that this short but difficult treatise occupies in Aristotle's natural science.

10373  CLASS  CLASS 2972  TEACHING OF CLASSICAL CIVILZTN  Avery, Harry C
Meets Reqs:  12:00 AM to 12:00 AM  CL  1518  3 Credits
Avery, Harry C
Smethurst, Mae J
Possanza, D Mark
Stahl, Hans-Peter
Floyd, Edwin D
Miller, Andrew M

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 deities 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.
### 24293 CLASS
**GREEK 1300**
**GREEK AUTHORS 1**
**Avery, Harry C**
- **TTh 04:00 PM to 05:15 PM**
- **CL 1518**
- **3 Credits**

In this course the first book of Plato's Republic will be read. The chief purpose of the course will be to strengthen the student's grasp of Greek prose. Attention, however, will be paid to various literary and philosophical questions raised by the text. In addition, the extent writings of the Sophist, Thrasyseus will be read and discussed. If time allows, we'll begin to read a second book of the Republic. Third year or better knowledge of ancient Greek. Evaluation will be based on classroom performance.

### 24294 CLASS
**GREEK 1301**
**GREEK AUTHORS 1-WRITING PRAC**
**Avery, Harry C**
- **TBA**
- **1 Credits**

This course will allow students to learn how to write in a clear, logical, and coherent fashion. Students will write papers, rewrite and then rewrite them again until they reach the appropriate level of expertise.

### 10161 CLASS
**LATIN 1300**
**LATIN AUTHORS 1**
**Jones, Nicholas F**
- **MW 03:00 PM to 04:15 PM**
- **CL 341**
- **3 Credits**

A description is not available at this time.

### 10162 CLASS
**LATIN 1301**
**LATIN AUTHORS 1: WRITING PRAC**
**Jones, Nicholas F**
- **Meets Reqs: W**
- **12:00 AM to 12:00 AM**
- **TBA**
- **1 Credits**

This course will help students to learn how to write in a clear, logical, and coherent fashion.

### 24292 CLASS
**LATIN 2100**
**LATIN READING: EPIC**
**Stahl, Hans-Peter**
- **T 01:00 PM to 03:30 PM**
- **CL 1518**
- **3 Credits**

Part I of a two-term sequence dedicated to Vergil's Aeneid. The course concentrates on basic skills. Close reading of Book 1 (Aeneas' shipwreck and arrival in Carthage) emphasizes grammar and precise translations; meter; features of epic style; imitation; literary organization; current critical approaches; interpretative requirements. As time allows, a quick survey of Books 2 and 3 and their literary organization complements the detailed work on Book 1. Both strands come together in the poem's first major climax in Book 4, of which key sections are read and interpreted. The break-up of Aeneas' and Dido's affair invites a search for clues about the author's allocation of guilt and innocence. [Part II, a follow-up seminar concentrating on what Vergil calls his 'oe major work' (maius opus, i.e., Books 7-12), will be held in the Spring Term 11/12-2]

### 24291 CLASS
**CLASS 0100**
**CLASS 1314**
**MASTERPIECES GREEK & ROMAN LIT**
**Stahl, Hans-Peter**
- **Meets Reqs: PH**
- **TTh 11:00 AM to 12:15 PM**
- **CL 314**
- **3 Credits**

Is there a pattern of human behavior? Would man pursue his extravagant projects if he foresaw the price he must pay for them? Personal vendetta or law court justice? Which limits must the state observe towards the individual and vice versa? These are central questions in early European literature. The course starts out with the conflict between King Agamemnon and his strongest warrior, Achilles, during the siege of Troy (Homer's Iliad), then moves on, via lyric poetry, to Aeschylus' quest for justice in the Oresteia followed by Sophocles' Antigone. After next considering man's place in history (Thucydides), the course turns to the philosopher who confronts his community: Socrates, depicted by his student Plato (Apology, Crito, Phaedo). On the Roman side, Plautus' popular comedy Menaechmi contrasts with Vergil's Aeneid (literature serving political authority). The elegies of Propertius show the deserted lover as well as the individual suffering under the claim of the state. Horace's Odes round out the readings from Roman authors. The masterpieces of Greek and Roman literature attract their readers not only by competently depicting the human situation, but also by their perfect form. Analyzing the formal element is a major objective of this introductory course. Students will acquire basic skills necessary for reading both ancient and later literatures, and will develop concepts helpful for clarifying and expressing their own situation. Greek and Roman authors are read in English translations. Before registering for a UHC course, students must obtain special permission from the University Honors College. Classics undergraduates in good standing please contact the instructor.

### 24665 CLASS
**CLASS 1314**
**ARISTOTLE**
**Allen, James V**
- **TTh 04:00 PM to 05:15 PM**
- **CL 230**
- **3 Credits**

The aim of this course is to introduce students to Aristotle's philosophy by focusing on three central topics. (1) Substance: What is the world made up of at the most fundamental level? (2) Ethics: What is the good life for a human being? How is life to be guided by such a conception? and (3) What is the nature of reasoning and argument? What is the purpose of different kinds of argument, e.g., proof? Are there different kinds of reasoning and argument appropriate for different kinds of subject matter? We will read parts of Aristotle's Nicomachean Ethics, Categories, Metaphysics, Prior and Posterior Analytics and Topics.

### 24667 CLASS
**CLASS 1316**
**HELLENISTIC PHILOSOPHY**
**Allen, James V**
- **T 06:00 PM to 08:30 PM**
- **CL 226**
- **3 Credits**

A description is not available at this time.

### 24599 CLASS
**CLASS 1402**
**GRECO-ROMAN RELIGIONS**
**CHVRN 132**
- **T 09:30 AM to 10:45 AM**
- **CL 249**
- **3 Credits**

### 24600 CLASS
**CLASS 1434**
**DUALISM IN THE ANCIENT WORLD**
**CHVRN 132**
- **MW 04:30 PM to 05:45 PM**
- **3 Credits**
Dualism is a theory or system or thought that recognizes two independent and mutually irreducible principles, which are sometimes complementary and sometimes in conflict. We will begin our survey with the monism of Hebrew Scriptures, then move to the changes brought on by Persian culture and the Hellenization of the Mediterranean basin after the conquests of Alexander. The focus will be on the polarities of "good" and "evil," specifically highlighting the rise of Gnosticism in early Christianity and its legacy in the Western tradition. In addition, we will analyze the role of "asceticism," or the idea of not indulging the body, in most Gnostic systems, and the influence of this asceticism in Christian society.

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| 11816       | COMM       | COMMRC 1114  | MWF   | 11:00 AM to 11:50 AM | BENDM 227 | 3 Credits | Whitehead, Jeffrey
|             |            | FREEDOM OF SPEECH AND PRESS |       |      |          |         |               |

This course explores the regulation of expression from Ancient Greece to the Internet; with a strong focus on the First Amendment as interpreted by the United States Supreme Court. The course is geared toward students interested in pursuing careers in the field of communication or law. Evaluation will be based on two oral presentations and a final paper on issues relevant to the idea of freedom of speech.

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| 11780       | COMM       | COMMRC 1151  |       | 12:00 AM to 12:00 AM | TBA | 3 Credits | Maksymenko, Svitlana
|             |            | BRITISH BROADCASTING TODAY |       |      |          |         |               |

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.

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| 22317       | EAS        | CHIN 1047    | TTh   | 04:00 PM to 05:15 PM | CL 335 | 3 Credits | Husted, Steven L
|             |            | CHINESE AND WESTERN POETRY |       |      |          |         |               |

This course will be a comparative study of Chinese and Western (primarily English) lyric poetry. Its main interest is to explore the world of feeling as expressed in the poetry of these two vastly different worlds: China and the West. The purpose of this course is not simply to locate some of the fundamental similarities and differences between the two poetic traditions, but to appreciate how such findings are essential to a better understanding of the two cultures.

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| 22318       | EAS        | CHIN 2047    | TTh   | 04:00 PM to 05:15 PM | CL 335 | 3 Credits | Maksymenko, Svitlana
|             |            | CHINESE AND WESTERN POETRY |       |      |          |         |               |

This course will be a comparative study of Chinese and Western (primarily English) lyric poetry. Its main interest is to explore the world of feeling as expressed in the poetry of these two vastly different worlds: China and the West. The purpose of this exploration will be on the language of feeling in a poetic medium. The purpose of this course is not simply to locate some of the fundamental similarities and differences between the two poetic traditions, but to appreciate how such findings are essential to a better understanding of the two cultures.

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| 11514       | ECON       | ECON 0500    |       | 12:00 AM to 12:00 AM | TBA | 3 Credits | Husted, Steven L
|             |            | INTRO INTERNATIONAL ECONOMICS |       |      |          |         |               |

This course provides an introduction to the field of international economics. The course has four main topics. First the pure theory of international trade as exemplified by comparative advantage and gains from trade in the classical and neo classical models. Second it will explore alternative explanations of trade and development such as a Barter card; an assessment of tariffs, quotas and other forms of intervention which are used to justify particular commercial policy responses both by countries and by other economic models. Third the theory of customs unions and modern day explanations of preferential trading arrangements will be explored. Fourth some of the principal unresolved theoretical and practical problems of free trade will be examined.

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| 25136       | ECON       | ECON 0500    |       |      | WEBTBA | 3 Credits | Maksymenko, Svitlana
|             |            | INTRO INTERNATIONAL ECONOMICS |       |      |          |         |               |

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.

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| 11062       | ECON       | ECON 0500    | M     | 06:00 PM to 08:30 PM | WWPX 4900 | 3 Credits | Robert
|             |            | INTRO INTERNATIONAL ECONOMICS |       |      |          |         |               |

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.

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| 24190       | ECON       | ECON 0500    | MW    | 03:00 PM to 04:15 PM | WWPX 4900 | 3 Credits | Robert
|             |            | INTRO INTERNATIONAL ECONOMICS |       |      |          |         |               |

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.

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| 18197       | ECON       | ECON 1510    | TTh   | 01:00 PM to 02:15 PM | CL 352 | 3 Credits | Robert
|             |            | INTERMEDIATE FINANCIAL ECONOMICS |       |      |          |         |               |

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.

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<tr>
<td>22100</td>
<td>ENGLISH</td>
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This course introduces students to the issues associated with the teaching of English language with special attention to instruction at the K-12 level. Topics include language acquisition and development, standard and non-standard dialects, and issues of composing and analyzing language. A primary consideration of the course is the way historical and cultural forces influence the teaching of English and shape evaluations of what constitutes "correct" and "literate" uses of language. The course can be used to fill teacher certification requirements.

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<tr>
<td>17296</td>
<td>ENGLISH</td>
<td>WORLD FILM HISTORY</td>
<td>T 06:00 PM to 08:30 PM</td>
<td>CL 304</td>
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This course both introduces students to techniques of film analysis and acquaints them with major works and movements in international cinema. The course pays particular attention to the evolution of film narrative and visual style and landmarks in film development--European avant-garde films, the British documentary, the classic Hollywood film, etc.

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<tr>
<td>21140</td>
<td>ENGLISH</td>
<td>FILM DIRECTORS</td>
<td>TBA 12:00 AM to 12:00 AM</td>
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<td>11522</td>
<td>ENGLISH</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>W 12:00 AM to 12:00 AM</td>
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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.

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<tr>
<td>11853</td>
<td>ENGLISH</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>W 06:00 PM to 08:30 PM</td>
<td>CL 139</td>
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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.

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<tr>
<td>12665</td>
<td>ENGLISH</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>TTh 02:30 PM to 03:45 PM</td>
<td>CL 352</td>
<td>3</td>
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</tbody>
</table>

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.

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<tr>
<td>11355</td>
<td>ENGLISH</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>MW 04:30 PM to 05:45 PM</td>
<td>CL 244A</td>
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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.

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<tr>
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<td>INTRODUCTION TO SHAKESPEARE</td>
<td>MW 03:00 PM to 04:15 PM</td>
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</table>

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.

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<tr>
<td>11064</td>
<td>ENGLISH</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>MWF 10:00 AM to 10:50 AM</td>
<td>CL 216</td>
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</table>

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.

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<tr>
<td>11579</td>
<td>ENGLISH</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>MWF 12:00 PM to 12:50 PM</td>
<td>CL 213</td>
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</table>

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.

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<tr>
<td>11965</td>
<td>ENGLISH</td>
<td>FORMATIVE MASTERPIECES</td>
<td>TTh 02:30 PM to 03:45 PM</td>
<td>CL 139</td>
<td>3</td>
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</table>
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.

### Course on Formative Masterpieces
- **Code:** ENGLISH ENGLIT 0590
- **MEETS:** TTh 03:00 PM to 04:15 PM
- **LOCATION:** CL 213
- **CREDITS:** 3

### Course on the Gothic Imagination
- **Code:** ENGLISH ENGLIT 0636
- **MEETS:** TTh 04:00 PM to 05:15 PM
- **LOCATION:** CL 244A
- **CREDITS:** 3

### Course on Medieval Imagination
- **Code:** ENGLISH ENGLIT 1100
- **MEETS:** TTh 11:00 AM to 12:15 PM
- **LOCATION:** CL 352
- **CREDITS:** 3

### Course on Chaucer
- **Code:** ENGLISH ENGLIT 1115
- **MEETS:** MW 04:30 PM to 05:45 PM
- **LOCATION:** CL 208A
- **CREDITS:** 3

Chaucer was a poet manifestly obsessed with things. The General Prologue to the Canterbury Tales is literally stuffed with "stuff:" dogs, wimples, rosaries, relics, and a vast assortment of everyday medieval objects. In keeping with Chaucer's own pronounced interests, this course explores his poetry in the context of late medieval social and material culture. We will look not only at the cultural zeitgeist with which his poetry engages-literary and court life as well as recent episodes of plague, rebellion, and religious unrest—but also at the medieval "stuff" with which Chaucer was apparently so obsessed. Most of the course will be dedicated to reading a majority of the Canterbury Tales with some time spent considering one or more shorter Chaucerian texts.

### Course on Early Modern Literatures in English
- **Code:** ENGLISH ENGLIT 1135
- **MEETS:** TTh 02:30 PM to 03:45 PM
- **LOCATION:** CL 208A
- **CREDITS:** 3

The "Renaissance" in England--roughly 1500 to 1660--was a turbulent time, marked not only by a "rebirth" of interest in the cultures of ancient Greece and Rome, but by encounters with radically different cultures in the "New World" and by the emergence of much that we recognize as "modern." Profound changes in economic, political, social, religious, intellectual, and personal institutions and experience provoked lively--and conflicting--responses in poetry, prose and drama, in which turned help shape those changes. We'll be discussing a variety of texts from this period in an effort to make imaginative sense of the problematic "brave new worlds" of the Renaissance, in terms appropriate both to that time and to our own.
This version of Early Modern Literatures in English will focus on issues of religion, gender, and politics in poetry and prose of the 17th century. We will read a number of works by recently discovered women writers as well as Donne and Herbert, some narratives and polemics related to the political and religious struggles involved in the execution of King Charles I, the Civil War, and the aftermath; and Milton's great English epic Paradise Lost, which has been influential in how generations of readers think of Adam, Eve, and Satan.

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<td>10400</td>
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<td>ENGLIT 1150</td>
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<td>CL 204</td>
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This course will examine the complex interactions between diverse forms of "high" literary culture and the reading and writing practices of newly literate social groups. We will investigate a number of interrelated topics: the rise of women writers and readers; the self-conscious construction of a national literature and its relationship to empire; the emergence of new genres, publication practices, and forms or occasions of instruction in the uses of reading; and various social, cultural and literary "revolutions" that opposed or extended quests for "enlightenment." We will read a range of diverse texts written in England, Ireland, and the American colonies during the long eighteenth century. As we read and discuss these texts, we will reflect on the values and problems of literary culture and on the possible contemporary uses of literary historical study.

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<tr>
<td>11964</td>
<td>ENGLISH</td>
<td>ENGLIT 1175</td>
<td>TTh</td>
<td>CL 339</td>
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This course will focus on the theme of transformation as it was experienced, imagined and debated in a century of explosive technological, political and cultural change. We will be studying poetry, non-fictional prose, cultural and aesthetic criticism and a few short novels to explore views of personal identity, morality, science, political theory, art and nature.

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Pitt-in-London section. Please contact UCIS for more information.

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<tr>
<td>10809</td>
<td>ENGLISH</td>
<td>ENGLIT 1325</td>
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Modernism first flourished from about 1900 to 1945 in works by writers such as Conrad, Eliot, Joyce, Woolf, Pound, Stein, and Faulkner. Metropolitan modernist literature was influenced by rapid technological change, the increased visibility of war, interest in psychology and the irrational, and, most importantly, the changing relations between Britain and its colonies. We'll begin with a historical examination of the period, but Modernism is also understood as something *formally* new or experimental. The works are often difficult, emphasizing fragmentation, shifts in time and a self-conscious relation of present to past. Taking these cues, we'll examine the stakes in modernism's wish to tell a "new" story, and juxtapose its agenda to the realism against which it defines itself, thereby staging a dialogue between British and African, Caribbean, or Indian writers. We will also give some time to minority US writers.

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<tr>
<td>22316</td>
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<td>ENGLIT 1730</td>
<td>04:00 PM to 05:15 PM</td>
<td>CL 335</td>
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This course will be a comparative study of Chinese and Western (primarily English) lyric poetry. Its main interest is to explore the world of feeling as expressed in the poetry of these two vastly different worlds: China and the West. The focus of this exploration will be on the language of feeling in a poetic medium. The purpose of this course is not simply to locate some of the fundamental similarities and differences between the two poetic traditions, but to appreciate how such findings are essential to a better understanding of the two cultures.

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<td>ENGLIT 1760</td>
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<td>CL 444</td>
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</table>

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.

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<tr>
<td>10844</td>
<td>FR-ITAL</td>
<td>FR 0007</td>
<td>06:00 PM to 07:40 PM</td>
<td>CL 129</td>
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</table>
This beginning course focuses on one language competency: reading. Coursework is designed to teach students the basic lexical structure and grammar of written French in order to acquire reading skills in the language. Course is taught in English and no oral, written or laboratory work is required. Students do short readings and one-way translations to improve comprehension skills.

12675  FR-ITAL  FR 0020  FRANCE IN THE 21ST CENTURY  Pettersen, David A
Meets Reqs: REG 12:00 PM to 12:50 PM CL 306 3 Credits

This course is designed to lead students to a better understanding of France today. We pay particular attention to different forms of identity in France: national, religious, regional, ethnic. Wherever feasible, class discussion will center on primary documents (newspapers, magazines, films, cartoons, public opinion polls, etc.). The format is a combination of lectures and discussions. French is the language of instruction and of students' written work.

11894  FR-ITAL  FR 0021  APPRCHES TO FRENCH LITERATURE  Romanowski, Amy Elizabeth
Meets Reqs: LIT 11:00 AM to 11:50 AM CL 252 3 Credits

The purpose of this course is to illustrate ways of looking at literary texts. We shall examine poems, prose works and plays from France and the francophone world, trying to answer some of the following questions: What are the characteristics of these different genres? What is specifically literary in the text? How can reading such a text make us more able to understand today's world? Considering these questions should make students more familiar with French-language literary production and also help them understand the literary phenomenon in general.

12514  FR-ITAL  FR 0055  FRENCH CONVERSATION  Moir, Zachary Alexander
MWF 10:00 AM to 10:50 AM CL 213 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.

24073  FR-ITAL  FR 0055  FRENCH CONVERSATION  Moir, Zachary Alexander
MWF 11:00 AM to 11:50 AM CL 221 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.

10066  FR-ITAL  FR 0055  FRENCH CONVERSATION  Wells, Brett David
MWF 10:00 AM to 10:50 AM CL 206 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.

10067  FR-ITAL  FR 0056  WRITTEN FRENCH 1  Doshi, Neil Arunkumar
TTh 11:00 AM to 12:15 PM CL 230 3 Credits

The course is designed to promote the development of writing skills through a writing-as-process approach. Class work and written assignments will include journal writing, grammar review, vocabulary development, and analysis of model texts. Based on close work with models, students will then craft substantial compositions, each illustrating a function (narration, description) or a genre (essay, film review). Attention will be given to helping students improve as writers by learning to analyze, edit, and revise their own work. Course taught in French.

10068  FR-ITAL  FR 0058  ADVANCED FRENCH CONVERSATION  Pettersen, David A
MW 11:00 AM to 11:50 AM CL 363 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.
In this course we will read six or seven major modern French novels chosen for their importance in world literature: they will be read in English translation. We will study these novels as examples of different ways in which fictional narratives structure human experience in modern society. The novel has been the dominant narrative model for imagining the self and its relation to society for the last two hundred years. Unlike psychology’s generalizing approach to understanding experience, the novel shows individuals in particular complex situations. So the novel is closer to the real complexity of everyday life, but unlike the particular situations of everyday life, the ones we encounter in novels have been isolated and fixed in time so that we can study them in all their complexity. By studying a variety of French novels from the 19th and 20th centuries, we will see how narrative form has changed to accommodate a changing understanding of society and the individual subject. This course does not count toward the French major.

24074  FR-ITAL  FR 1031  FRENCH PHONETICS  Fudeman,Kirsten
TTh  01:00 PM to 02:15 PM  CL 1325  3 Credits
This course will help students to develop as nearly as possible a native pronunciation of French through a better understanding of its sound system and intensive oral practice. Activities will include transcription of French words and phrases using the International Phonetic Alphabet and study and practice of all of the following: the articulation of vowels and consonants, basic intonational patterns, and selected phonological processes, such as liaison and schwa-deletion. Students will leave the course with better pronunciation and increased self-confidence in spoken French. Taught in French.

24435  FR-ITAL  FR 1052  SPEC TOPICS IN FR CIVILIZATION  Pettersen,David A
W  02:00 PM to 05:50 PM  CL 249  3 Credits
This course will offer an introduction to the history of French cinematic expression from its earliest moments up to the present day. Our approach will be both historical and aesthetic. We will situate each of the films in its socio-historical context and within the various 'emovements' and 'œtrends' of French cinema. However, we will also consider the ways in which the films offer opportunities to think about the nature of cinema and cinematic experience in general. In particular, we will be interested in tensions between realist and non-realist modes of representation, popular and high forms of culture, and the relationships between cinematic text and the larger socio-political world. As such our readings will be a mix of articles that contextualize individual films and periods as well as theoretical meditations on cinema written at the time of the films we will see. Our goal will be to develop the basic skills of film analysis and the ability to integrate historical and theoretical questions into discussion and written work. The course will be taught in French, most films will have English subtitles, and the readings will be in English and French. Having taken ENGFLM 0530 'œFilm Analysis' is recommended, but not required. We will learn and sharpen the basic tools and vocabulary of film analysis throughout the course. Potential Films Include: Selected silent films by the Lumière brothers, Zeeva, Mâ©liâ’s, Durand, Capellani, Feuillade, Lâ©ger, Man Ray, Dulac, and Epstein; Le Million (1931); ZÀ©ro de conduite (1933); PÀ©pÀ© le Moko (1937); La RÂ§gle du jeu (1939); Le Corbeau (1943); Hiroshima mon amour (1959); A Bout de souffle (1960); CÎÁ© de 5 À 7 (1962); Lacombe Lucien (1974); Diva (1981); J'ai pas sommeil (1994); La Haine (1995); Irma Vep (1996); L'Esquive (2003); CachÀ© (2005); FrontiÀ¨re(s) (2007)

10069  FR-ITAL  FR 1902  DIRECTED STUDY  Fudeman,Kirsten
12:00 AM to 12:00 AM  TBA  1 - 3 Credits
A description is not available at this time.

10070  FR-ITAL  FR 1903  HONORS DIR RESEARCH:FR MAJORS  Fudeman,Kirsten
12:00 AM to 12:00 AM  TBA  1 - 3 Credits
A description is not available at this time.

11426  FR-ITAL  FR 1905  INTERNSHIP IN FRENCH  Fudeman,Kirsten
12:00 AM to 12:00 AM  TBA  1 - 6 Credits
A description is not available at this time.

24078  FR-ITAL  FR 2402  TOPICS 17TH & 18THC FR CULTURE  Halle,Randall N
W  02:30 PM to 04:55 PM  CL 1218  3 Credits
What is an author? What is a text? What is a sign? What is reading? What is interpretation? What is power? What is gender? What is race? What is a nation? And what does all this have to do with literary and cultural texts anyway? In this course for beginning graduate students in the modern languages, we will survey major movements and concepts in literary and cultural theory of the 20th/21st centuries. These theories have provided us important ways to think about how to read and interpret literature, film, and other cultural artifacts, and, as such, are an important aspect of graduate studies in the Humanities. Seemingly basic questions such as "what is an author?" or "what is literature?" are in fact hugely complicated questions that demand that we think about them if we are to think in sophisticated terms about literature and culture. This course is meant to provide you a general background in theory that you can further develop in certain areas as you continue on in graduate school. After a one-week introduction to the concept of theory, we will read about key movements (Eagleton) at the same time as we conduct careful close readings of key theoretical texts (including Bakhtin, Foucault, Derrida, Lacan, Butler, Sedgwick, Bhabha, and others). Assignments will focus on regular responses to the readings, on short papers, and on sustained contributions to class discussion as we work as a team to process these sometimes difficult texts. The course will be taught in English, and all readings will be available in English (though those able to read the texts in the original are encouraged to do so). Course reserved for students in French, German, Slavic, and Italian.

25088  FR-ITAL  FR 2766  TOPICS-MEDITERRANEAN STUDIES  10
Over the past years, the field of Mediterranean Studies has evolved as an important sub-discipline that explores the interplay between societies, cultures, and communities from around the Mediterranean basin. Privileging cultural heterogeneity, trans-regionality, and ocean-spaces, Mediterranean Studies challenges if not reconfigures notions of Occident and Orient. Focusing on a range of twentieth and twenty-first century texts, this graduate seminar will center around two central questions. Firstly, reading a range of French and Francophone texts, we will ask what the 'Mediterranean' signifies in the contemporary moment and how the 'remapping' that Mediterranean studies effects makes visible an alternative politics of community. Second, through comparative readings that juxtapose major 'Mediterranean' theoretical works (texts by Fernand Braudel, and David Abulafia, for instance) with other significant work on trans-oceanic spaces (for example works by Paul Gilroy and FranÃ§oise Verges), we will ask about the specificity of 'Mediterranean studies' - what does such an approach do differently than other types of comparative work, and why has it become, of late, such an important subject?

Readings and discussion will be largely in French.

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<th>Course Code</th>
<th>Section</th>
<th>Title</th>
<th>Instructor(s)</th>
<th>Meets Reqs</th>
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<td>FR 2990</td>
<td>INDEPENDENT STUDY</td>
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<td>FR 3902</td>
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<td>17601</td>
<td>FR-ITAL</td>
<td>ITAL 0055</td>
<td>ITALIAN CONVERSATION &amp; CULTURE</td>
<td>06:30 PM to 07:45 PM</td>
<td>CL G16A</td>
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<td>24083</td>
<td>FR-ITAL</td>
<td>ITAL 0061</td>
<td>LITERARY ITALIAN 2</td>
<td>02:30 PM to 03:45 PM</td>
<td>CL 229</td>
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<td>24085</td>
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<td>INT TO ITALIAN LINGUISTICS</td>
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The course focuses on developing the students' listening and speaking proficiency in Italian, by giving them as many opportunities as possible to 1) hear and speak Italian in a variety of contexts; 2) practice the target language in a number of different modes; 3) acquire new vocabulary; 4) learn specific verbal and non-verbal strategies to communicate successfully with others in the target language. Students will develop their abilities in presentational communication (by presenting information and ideas to the rest of the class on a variety of topics, through in-class conversation and debates, on-line discussion board, individual presentations and digital recordings), in interpretive communication (by understanding and interpreting written and spoken language as they read short articles, watch movies and sample other cultural material), and in interpersonal communication (by engaging in conversation with each other and the instructor, providing and obtaining information, expressing emotions, and exchanging opinions related to the course theme or themes). Course work will center on a theme of particular relevance to Italian culture. The theme of the course will be explored as thoroughly as possible, through the study of various cultural artifacts (literary texts, films, songs, pictures etc.)

This course is one of three possible courses that satisfy the fall semester requirement (either 0060W or 0061W or 1041W) for majors both in the traditional Italian major and the Italian Studies major; it also satisfies the Italian minor. The goal of this course is to develop the student's mastery of Italian language skills and aims to perfect the student's proficiency in spoken and written Italian through the study and discussion of a wide range of literary texts, supplemented by non-literary texts such as journalistic articles, historical documents, web sites and films. This section of ITAL 0061 will focus on the question of 'lingua e dialetti': what is the difference between official Italian and dialects. We will read literary works in a variety of genres (poetry, prose, theatrical texts) that explore the tension, often fruitful, between the standard language and its many variants found throughout the peninsula and in various corners of the world, places like Australia, Argentina, Pittsburgh, and, perhaps, your hometown. Among other things, we will consider: the difference between Italian and dialects; why Italy has dialects; the impact of history on the development of language and dialects; the geography of language and dialects; the politics of linguistic standardization. This class is conducted entirely in Italian and satisfies the School of Arts & Sciences 'owW' requirement.

Through the close reading of major Italian thinkers, storytellers, poets and artists, as well as scientists, historians and journalists, from the Renaissance to the post-war period, this course aims to make the student aware of the richness and complexity of the Italian cultural heritage, and of the great influence it has exerted on all of Western culture in virtually every age. The instructor will introduce students to the various periods which the course is intended to encompass, and illustrate the cultural movements and historical events which served as context to the works selected. This semester, the course will pay particular attention to the relationship between power and cultural production: through the focused study of representative texts and their contexts, students will thus have the opportunity to compare and contrast the power-culture relationships at play in various periods of Italian history. Audio-visual material will be used to complement readings and class discussion. No knowledge of Italian is required. No prerequisites. This course satisfies the Foreign Culture Requirement and may be applied to all Italian major tracks and both Italian major programs.

In this course students will describe, analyze, and account for various linguistic phenomena found in Standard Italian in order to gain a better understanding of its internal structure and gain insight into how the language works. Emphasis will be placed on the following areas: phonetics, phonology, morphology, syntax and semantics, but depending on student interest the following topics may be explored: history of the language, dialectical varieties of Italian and related languages, theories of second language acquisition. This course will be taught entirely in Italian.
This course is an introduction to the texts, films, poetry and other modes of Holocaust testimony. We will study a broad selection of testimonial materials from a variety of genres and national traditions, and will examine such questions as the function of writing, the importance of genre, the role of trauma, the possibility of a gendered testimony, and humor. Readings will span a variety of national literatures and genres, and will include works by Primo Levi, Elie Wiesel, Charlotte Delbo, Liana Millu, Paul Celan, Art Spiegelman, Roberto Benigni, Paul Steinberg, Cynthia Ozick, and Bernhard Schlink. At least one course in literature or critical analysis is recommended preparation for this course. This course will be conducted entirely in English. However, students majoring in Italian will have the opportunity to read certain texts (Levi, Millu, Bassani) in the original language of publication. Students will be expected to take two midterms and a final exam; to submit one brief writing assignment; to work with a group to guide the discussion of one class session; to participate in a Courseweb discussion forum. This course satisfies the EX (Second-Level Literature) General Education Requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Department</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>24086</td>
<td>FR-ITAL</td>
<td>INTRO TO HOLOCAUST LITERATURE</td>
<td>Insana,Lina N</td>
<td>03:00 PM to 04:15 PM</td>
<td>CL000G8</td>
<td>3</td>
</tr>
<tr>
<td>21475</td>
<td>FR-ITAL</td>
<td>DIRECTED STUDY</td>
<td>Savoia,Francesca</td>
<td>12:00 AM to 12:00 AM</td>
<td>TBA</td>
<td>1-4</td>
</tr>
<tr>
<td>10145</td>
<td>FR-ITAL</td>
<td>HONRS DIR RESEARCH: ITAL MAJS</td>
<td>Savoia,Francesca</td>
<td>12:00 AM to 12:00 AM</td>
<td>TBA</td>
<td>1-3</td>
</tr>
<tr>
<td>11319</td>
<td>FR-ITAL</td>
<td>INTERNSHIP IN ITALIAN</td>
<td>Savoia,Francesca</td>
<td>12:00 AM to 12:00 AM</td>
<td>TBA</td>
<td>1-6</td>
</tr>
<tr>
<td>12465</td>
<td>FR-ITAL</td>
<td>INTRO LITERARY &amp; CULTL THEORY</td>
<td>Halle,Randall N</td>
<td>02:30 PM to 04:55 PM</td>
<td>CL 1325</td>
<td>3</td>
</tr>
<tr>
<td>24087</td>
<td>FR-ITAL</td>
<td>LITERARY LIVES: AUTOBIOGS &amp; LTRS</td>
<td>Savoia,Francesca</td>
<td>01:00 PM to 03:30 PM</td>
<td>CL 1325</td>
<td>3</td>
</tr>
<tr>
<td>10146</td>
<td>FR-ITAL</td>
<td>DIRECTED STUDY</td>
<td>Insana,Lina N</td>
<td>12:00 AM to 12:00 AM</td>
<td>TBA</td>
<td>1-3</td>
</tr>
<tr>
<td>10147</td>
<td>FR-ITAL</td>
<td>COMPREHENSIVE EXAMINATION MA</td>
<td>Insana,Lina N</td>
<td>12:00 AM to 12:00 AM</td>
<td>TBA</td>
<td>1-3</td>
</tr>
<tr>
<td>10149</td>
<td>FR-ITAL</td>
<td>INDEPENDENT STUDY</td>
<td>Insana,Lina N</td>
<td>12:00 AM to 12:00 AM</td>
<td>TBA</td>
<td>1-3</td>
</tr>
<tr>
<td>23966</td>
<td>GERMANIC</td>
<td>ELEMENTARY GERMAN 1 FOR MBAS</td>
<td>1.5</td>
<td></td>
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</tr>
<tr>
<td>13277</td>
<td>GERMANIC</td>
<td>READING LITERARY TEXTS</td>
<td>Wylie-Ernst,Elizabeth A</td>
<td>10:00 AM to 10:50 AM</td>
<td>CL 208A</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>11047</td>
<td>GERMANIC GER 1001 WRITING IN GERMAN</td>
<td>This course gives students an insight into different German writing strategies, deepens their knowledge of German, and strengthens their composition skills through constant practice in writing, revisions, and editing. The goal is to be able to express thoughts effectively in correct and well-structured German prose. Strong emphasis will be put on problems of stylistics, including punctuation, sentence structure, word usage, and figures of speech. Writing exercises include correspondence, short essays and reviews, interviews, descriptions, etc. Students are expected to rewrite their compositions until they have reached a satisfactory level of achievement.</td>
</tr>
<tr>
<td>11423</td>
<td>GERMANIC GER 1003 PROFESSIONAL GERMAN I</td>
<td>This is an advanced language course that aims to familiarize students with specialized vocabulary and practices of German-speaking countries in professional areas like communications, advertisement, international trade, engineering, and law. The course will focus on oral and aural proficiency, appropriate written discourse, and reading. The course integrates economic geography and the legal and political system of Germany, Austria, and Switzerland with language instruction.</td>
</tr>
<tr>
<td>12678</td>
<td>GERMANIC GER 1052 THE MAJOR CULTURAL PERIODS</td>
<td>This survey course is designed to introduce students to major developments and figures in the cultural history of the German-speaking countries from the Middle Ages to the Enlightenment (ca. 750 AD to 1785). Topics include the concept of love in courtly literature (Minnelied), Medieval Epics and their significance for German culture until today, popular literature (Volksbühner), the Reformation, the emergence of a middle class (Bürgertum) during the Renaissance period and the radical change of European worldview during the Age of the Enlightenment. Language of instruction and testing is German. Participation in this course requires at a minimum completion of German 0004 (with a B- or better) and preferably one of the previous 1000-level courses (Reading or Writing) in order to comprehend the material and successfully finish this course.</td>
</tr>
<tr>
<td>12076</td>
<td>GERMANIC GER 1101 ADVANCED GERMAN 1-MEDIA</td>
<td>This course introduces students to the German media landscape. Students will work with unedited, authentic materials drawn from current German newspapers and magazines, German websites as well as television and film. Thematically, the course explores the pressing issues in today's Germany. While practicing all four skills reading, writing, listening, and speaking, this upper-division language course focuses on developing students' oral proficiency. The course is taught entirely in German.</td>
</tr>
<tr>
<td>25100</td>
<td>GERMANIC GER 1220 LITERATURE &amp; CULTURE 1750-1830</td>
<td>This course introduces advanced undergraduates to the program of defining a national culture as it was articulated by leading German writers and thinkers during the latter part of the 18th and first part of the 19th centuries. Their elusive search culminated, under the supervision of Goethe and Schiller, in the Classicism of Weimar and the establishment of a national literature in Germany. At the same time, however, the most prominent makers of German Classicism insistently analyzed their common interest in the production of a cultural canon as a problematic project with aesthetic, epistemological, historical, ethical, social, and political dimensions. By examining both literary and non-literary texts of this period, students will acquaint themselves with the most important motifs through which a national culture began to identify itself (e.g., &quot;Genie,&quot; &quot;Volk,&quot; &quot;Bildung,&quot; &quot;Humanität,&quot; &quot;Aufklärung,&quot; &quot;Autonomie,&quot; &quot;Klassik,&quot; &quot;Kunst,&quot; &quot;Natur,&quot; &quot;Geschichte&quot;) and upon which it chose to institutionalize its governing attitudes and values. Topics include (1) German particularism and the emergence of a critical public sphere, (2) the court as a formative institution (3) attitudes toward history, (4) folk traditions and the reception of classical antiquity, (5) progress, (6) language and literature as tools of cultural formation (7) and the emergence of an autonomous self. Writers include Lessing, Goethe, Herder, Humboldt, Kant, Schiller, etc. All readings will be done in German, as will class discussions. A small group of senior German Majors may enroll for the 1-credit (German 1990) capstone experience, for which the seminar provides the foundational work. Each of these students must complete a capstone project in addition to the regular seminar requirements. A few examples include a 10-15 page critical essay (in German) on an approved topic; the performance and taping of a dramatic scene, along with production notes written in German; a piece of creative writing in German (poem, Totengespräch, Todesanzeige, book review, etc.) on a topic related to course materials with commentary; a 10-page annotated bibliography of critical works on some course material; a facebook page or interactive web-site (both in German) designed for the course and updated every week, etc. Please note: (1) to graduate, every senior must complete either a capstone project or an honors thesis. You should speak with the Director of Undergraduate Studies, Dr. Wylie-Ernst to review your options, which might also allow for participation in a graduate seminar; participation in the undergraduate seminar in the Spring Term; and independent study. Students opting for completing their capstone project with German 1220 must inform Dr. Wylie-Ernst of their choice during this spring's advising session. This course is part of the seminar sequence for German majors, but it should also be of interest to non-German Majors in such fields of concentration as history, philosophy, fine arts, and other national literatures, including English. It fulfills either the second Literature or the International requirements.</td>
</tr>
<tr>
<td>20714</td>
<td>GERMANIC GER 1502 INDO-EUROPEAN FOLKTALES</td>
<td>This course introduces students to the folklore of various Indo-European cultures, including their oral traditions, performance practices, and the relationship between folklore and literature. Students will learn to analyze and interpret folktales, myths, and legends, and will develop skills in oral storytelling and performance. The course will cover a variety of folktales from different Indo-European cultures, including German, Nordic, and Slavic, as well as from other parts of Europe. Students will also have the opportunity to engage with different theoretical frameworks for understanding folklore and to develop critical thinking skills. The course meets the requirements for the LITREG program.</td>
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</tbody>
</table>

*Note: The course descriptions and requirements are subject to change and may vary from year to year.*
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. This is a Self-Paced course. Workshop attendance is strongly advised. Workdate - Saturdays: 9/3, 10/1, 11/5/2011.

### Course Information

**10129**  
**GERMANIC**  
**GER 1502**  
**INDO-EUROPEAN FOLKTALES**  
Meet: MW  
01:00 PM to 01:50 PM  
CL G24  
3 Credits

This course, which fulfills the first GEN ED Literature requirement, examines the major works of one of Europe's most celebrated literary masters with explicit reference to the modernist tradition. Franz Kafka's consummate treatment of such topics as the bourgeois subject's relationship to authority and alienation in mass society, the constitution of the autonomous self and its wounding in a world that has lost its gods, the relation of power to truth, the threat of totalitarian ideologies, and the place of writing in a fallen world constitute the thematic core of the course. In addition to short texts that span Kafka's career, as well as the novel The Trial, essays by Kierkegaard (The Present Age), Marx ('oeAlienated Labor'), Nietzsche (Beyond Good and Evil I-II), and Freud (Outline of Psychoanalysis) are read to frame Kafka's project theoretically and to elaborate the intellectual environment of the early twentieth-century. Students are introduced to a variety of critical methodologies through selected readings of secondary literature. 'oeKafka and the Modern World' is for any student who enjoys the challenge of close reading and wants to become acquainted with the techniques and methods of literary analysis. Its approach is both interdisciplinary and inter-textual. Whoever wants to explore the phenomenon of "modernism" through its elaboration of such issues as the discursive nature of truth or its source in Enlightenment thinking should find it of use.

### Course Information

**23968**  
**GERMANIC**  
**GER 1510**  
**KAFFKA AND THE MODERN WORLD**  
Meet: TTh  
04:00 PM to 05:15 PM  
CL 349  
3 Credits

### Course Information

**25207**  
**GERMANIC**  
**GER 1522**  
**GERMANY TODAY**  
Meet: MWF  
12:00 PM to 12:50 PM  
LANGY A214  
3 Credits

Germany is Europe's largest and most densely populated country. Since 1989 it has gone through fundamental transformations. Its borders have changed, its geopolitical significance has changed, its population has changed. It has become the motor of European Union. It has gone from being one of the closest allies of the United States to one of its chief critics. Its new capital Berlin has become the cultural capital of the 21st century. It is a place of daring experiments and reactionary violence. It is a place of fascinating contradictions that present many challenges. This course will offer students an introduction to and overview of this dynamic country on the move. Through introductory lectures, discussions, and presentations, we will explore a variety of issues: e.g., the cost of unification, the Nazi legacy, post-communism, immigration, citizenship, European Union, Old Europe, managing capitalism, and the role of gender and sexual minorities in Germany today.

### Course Information

**10130**  
**GERMANIC**  
**GER 1901**  
**INDEPENDENT STUDY**  
Meet: TBA  
12:00 AM to 12:00 AM  
TBA  
.5 - 15 Credits

A course designed for students who wish to work independently on individually designed projects.

### Course Information

**10128**  
**GERMANIC**  
**GER 1990**  
**SENIOR THESIS**  
Meet: TBA  
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.

### Course Information

**12462**  
**GERMANIC**  
**GER 2110**  
**INTRO LITERARY & CULTL THEORY**  
Meet: Th  
02:30 PM to 04:55 PM  
CL 1325  
3 Credits

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.

### Course Information

**23963**  
**GERMANIC**  
**GER 2112**  
**THEORY IN CULTURAL STUDIES**  
Meet: T  
02:30 PM to 04:55 PM  
CL 319  
3 Credits

Von Dirke, Sabine
Whether positively connoted as an ennobling activity engendering human self-consciousness and liberty (Hegel) or as toil and drudgery, work/labor is central to individual and collective human existence. Society quite literally does not work without work. For one, labor is necessary to produce and distribute both material and immaterial human goods. Secondly, the consumption of such commodities depends for the majority of the world's population on wage- or salaried-labor and not income derived from capital. Finally, eligibility for most benefits in Western welfare states was from the beginning predicated upon paid labor. Work has, therefore, been a central component of the material history and intellectual discourse of Occidental Modernity and has profoundly affected the institutional and political structures of society as well as the formation of collective identity and individual subjectivity. Since the 1970s, however, the ‘society of work’ founded on industrial capitalism has eroded under the pressures of neo-liberal globalization and, not surprisingly, profoundly changed the institutional parameters for individual and collective identities.Drawing on theoretical, literary and cinematographic texts, this course explores the discourse of work in contemporary Western society. It investigates concepts and representations of labor as they negotiate individual and collective meanings of work under rapidly changing global conditions by posing the following guiding questions: How have major intellectuals and artists defined the meaning of work for the individual and the function of labor for the collective, i.e. for society at large? How do the categories of gender, class, nationality, and race/ethnicity figure in these conceptualizations of human labor? What political and ethical questions do these accounts of work raise? Which of the theoretical models as well as artistic representations articulate and/or transcend existing conceptualizations of work? The focus of the course is on the re-constitution of industrial society of work after 1945 in a US-European context, and, especially on recent transformations under the neo-liberal pressures of globalization from a Fordist to a post-Fordist mode of production in Western societies. Consequently, questions of representation-politically and aesthetically-as well as of theorizing immaterial labor whether in form of service jobs or knowledge-based, administrative jobs is central for our discussion. Because these current discussions need to be historically grounded, the selection of texts includes theorists of earlier periods whose contribution to the discourse of work has been foundational, including Karl Marx and Max Weber. The majority of the materials will be drawn from post-1945 discourse and may include works by Hannah Arendt, Ulrich Beck, Klaus Offe, Oskar Negt, Anthony Giddens, Richard Sennett, Jeremy Rifkin, André Gorz, Paolo Virno and Maurizio Lazzarato. Artistic works may include films and texts by a variety of directors and writers culled from the US-European context. All materials are available in English, which is also the language of communication for this seminar.

23961 GERMANIC GER 2665 SP TOPCS LIT & CULT 1800-1848
02:30 PM to 04:55 PM  TBA 3 Credits
Lyon,John B

Heinrich von Kleist and Georg Bährner have become major canonical authors in the German tradition, and their works are read and performed frequently today. As authors who resist classification into traditional epochs, they offer unique insights into both the mainstream and the margins of aesthetic, philosophical, and political movements in the German lands during the first decades of the 19th Century, insights which often resonate with theoretical and philosophical concerns today. This seminar will situate these authors within early 19th-Century German culture and will also focus on violence in their works, specifically in the context of current theoretical debates on violence and representation (Benjamin, de Man, Caruth, Foucault, and others). Primary readings and discussions will be in German.

10823 GERMANIC GER 2902 DIRECTED M.A. STUDY
12:00 AM to 12:00 AM  TBA .5 - 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.

23158 GERMANIC GER 2902 DIRECTED M.A. STUDY
12:00 AM to 12:00 AM  TBA .5 - 15 Credits
Lyon,John B

23159 GERMANIC GER 2902 DIRECTED M.A. STUDY
12:00 AM to 12:00 AM  TBA .5 - 15 Credits
Muenzer,Clark S

23160 GERMANIC GER 2902 DIRECTED M.A. STUDY
12:00 AM to 12:00 AM  TBA .5 - 15 Credits
Halle,Randall N

23161 GERMANIC GER 2902 DIRECTED M.A. STUDY
12:00 AM to 12:00 AM  TBA .5 - 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.

10824 GERMANIC GER 2990 M.A. INDEPENDENT STUDY
12:00 AM to 12:00 AM  TBA 1 - 15 Credits
Von Dirke,Sabine

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.

23964 GERMANIC GER 3112 THEORY IN CULTURAL STUDIES
02:30 PM to 04:55 PM  CL 319 3 Credits
Von Dirke,Sabine
Whether positively connoted as an ennobling activity engendering human self-consciousness and liberty (Hegel) or as toil and drudgery, work/labor is central to individual and collective human existence. Society quite literally does not work without work. For one, labor is necessary to produce and distribute both material and immaterial goods. Secondly, the consumption of such commodities depends for the majority of the world's population on wage- or salaried-labor and not income derived from capital. Finally, eligibility for most benefits in Western welfare states was from the beginning predicated upon paid labor. Work has, therefore, been a central component of the material history and intellectual discourse of Occidental Modernity and has profoundly affected the institutional and political structures of society as well as the formation of collective identity and individual subjectivity. Since the 1970s, however, the ‘society of work’ founded on industrial capitalism has eroded under the pressures of neo-liberal globalization and, not surprisingly, profoundly changed the institutional parameters for individual and collective identities. Drawing on theoretical, literary and cinematographic texts, this course explores the discourse of work in contemporary Western society. It investigates concepts and representations of labor as they negotiate individual and collective meanings of work under rapidly changing global conditions by posing the following guiding questions: How have major intellectuals and artists defined the meaning of work for the individual and the function of labor for the collective, i.e. for society at large? How do the categories of gender, class, nationality, and race/ethnicity figure in these conceptualizations of human labor? What political and ethical questions do these accounts of work raise? Which of the theoretical models as well as artistic representations articulate and/or transcend existing conceptualizations of work? The focus of the course is on the re-constitution of industrial society of work after 1945 in a US-European context, and, especially on recent transformations under the neo-liberal pressures of globalization from a Fordist to a post-Fordist mode of production in Western societies. Consequently, questions of representation-politically and aesthetically as well as of theorizing immaterial labor whether in form of service jobs or knowledge-based, administrative jobs is central for our discussion. Because these current discussions need to be historically grounded, the selection of texts includes theorists of earlier periods whose contribution to the discourse of work has been foundational, including Karl Marx and Max Weber. The majority of the materials will be drawn from post-1945 discourse and may include works by Hannah Arendt, Ulrich Beck, Klaus Otfie, Oskar Negt, Anthony Giddens, Richard Sennett, Jeremy Rifkin, André Gorz, Paolo Virno and Maurizio Lazzarato. Artistic works may include films and texts by a variety of directors and writers culled from the US-European context. All materials are available in English, which is also the language of communication for this seminar.

23962 GERMANIC GER 3665 SP TOPCS LIT & CULT 1800-1848 Lyon,John B
WM 02:30 PM to 04:55 PM TBA 3 Credits

Heinrich von Kleist and Georg Bächer have become major canonical authors in the German tradition, and their works are read and performed frequently today. As authors who resist classification into traditional epochs, they offer unique insights into both the mainstream and the margins of aesthetic, philosophical, and political movements in the German lands during the first decades of the 19th Century, insights which often resonate with theoretical and philosophical concerns today. This seminar will situate these authors within early 19th-Century German culture and will also focus on violence in their works, specifically in the context of current theoretical debates on violence and representation (Benjamin, de Man, Caruth, Foucault, and others). Primary readings and discussions will be in German.

10857 GERMANIC GER 3902 PH.D. DIRECTED STUDY Lyon,John B
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.

23162 GERMANIC GER 3902 PH.D. DIRECTED STUDY Lyon,John B
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.

23163 GERMANIC GER 3902 PH.D. DIRECTED STUDY Muenzer,Clark S
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.

23164 GERMANIC GER 3902 PH.D. DIRECTED STUDY Halle,Randall N
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.

23165 GERMANIC GER 3902 PH.D. DIRECTED STUDY Von Dirke,Sabine
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.

10959 GERMANIC GER 3900 PH.D. INDEPENDENT STUDY Harkness,Kristen Marie
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.

21199 HA-A HAA 0010 INTRODUCTION TO WORLD ART Harkness,Kristen Marie
Meets Req: MACOM
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. This is a Web course with Web-based instruction and web interaction is required.

### Course Details

**Course Code:** 24144  
**Title:** HAA 0010 INTRODUCTION TO WORLD ART  
**Meets Reqs:** MACOM  
**Schedule:** W, 06:00 PM to 08:30 PM  
**Location:** FKART 202  
**Credits:** 3

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.

### Course Details

**Course Code:** 12230  
**Title:** HAA 0010 INTRODUCTION TO WORLD ART  
**Meets Reqs:** MACOM  
**Schedule:** TTh, 10:00 AM to 10:50 AM  
**Location:** FKART 125  
**Instructor:** Bender,Gretchen Holtzapple  
**Credits:** 3

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.

### Course Details

**Course Code:** 24656  
**Title:** HAA 0010 INTRODUCTION TO WORLD ART  
**Meets Reqs:** MACOM  
**Schedule:** M, 07:00 PM to 09:30 PM  
**Location:** MTLBNTBA  
**Credits:** 3

### Course Details

**Course Code:** 12674  
**Title:** HAA 0010 INTRODUCTION TO WORLD ART  
**Meets Reqs:** MACOM  
**Schedule:** MW, 04:30 PM to 05:45 PM  
**Location:** FKART 202  
**Credits:** 3

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.

### Course Details

**Course Code:** 21966  
**Title:** HAA 0011 INTRO TO ART/WRITING PRAC  
**Meets Reqs:** W  
**Schedule:** 11:00 AM to 11:50 AM  
**Location:** FKART 204  
**Credits:** 1

This 1 credit writing practicum can be taken by students who are enrolled concurrently in HAA 0010: Introduction to Art. In this w-course, students will write a series of short papers on works of art addressed in the large lecture class or on works located at the Carnegie Museum of Art or other local galleries, honing visual analysis skills. Students may also be asked to write on topics and concerns that are topical in today's art world. All papers will be edited through a draft stage so the student can develop his or her written communication skills on each assignment.

### Course Details

**Course Code:** 21967  
**Title:** HAA 0011 INTRO TO ART/WRITING PRAC  
**Meets Reqs:** M  
**Schedule:** 12:00 PM to 12:50 PM  
**Location:** FKART 204  
**Credits:** 1

This 1 credit writing practicum can be taken by students who are enrolled concurrently in HAA 0010: Introduction to Art. In this w-course, students will write a series of short papers on works of art addressed in the large lecture class or on works located at the Carnegie Museum of Art or other local galleries, honing visual analysis skills. Students may also be asked to write on topics and concerns that are topical in today's art world. All papers will be edited through a draft stage so the student can develop his or her written communication skills on each assignment.

### Course Details

**Course Code:** 11463  
**Title:** HAA 0030 INTRODUCTION TO MODERN ART  
**Meets Reqs:** MAREG  
**Schedule:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Instructor:** Whitehead,Jeffrey Robert  
**Credits:** 3

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.

### Course Details

**Course Code:** 12080  
**Title:** HAA 0030 INTRODUCTION TO MODERN ART  
**Meets Reqs:** MAREG  
**Schedule:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Credits:** 3
Enrollment in a recitation section is required of all students. Recitations will provide an opportunity for more in-depth consideration of issues raised today.

Multicultural challenges to the Modernist tradition and the role of those challenges in the profound redefinition of Western culture unfolding in our society throughout the term will require analysis of a specific artwork chosen from a local art collection such as the Carnegie Museum in light of different perspectives emerged within the discipline, and how they continue to be used today. Our engagement with these perspectives will be geared toward midterm and final exam.

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 Mesopotamia, Egypt, and the Aegean, from the Neolithic to the end of the Bronze Age (ca. 6000-1200 BCE), a formative period for the cultures that developed in these regions. 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.

Transformations in the status, appearance, and meaning of artworks during the Italian 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 Italy between 1250 and 1600. Artists to be discussed include Giotto, Duccio, Brunelleschi, Donatello, Masaccio, Botticelli, Mantegna, Leonardo, Bramante, Michelangelo, Raphael, and Titian. Students will learn about Renaissance techniques of making art and write a short response paper about a Renaissance object in a local museum. Other requirements: midterm and final exam.
Ages. Subject matter from the old and new testaments, biblical commentary and exegesis, from the classical tradition, and from the vernacular literature and social contexts in which they were articulated. Texts examined in the course will include classic works on architecture, urbanism and aesthetics, and as a mad genius and ill artist, which were cultural models for artists in the late 19th century. This class is intended for students who have had little or no background in art history.

Van Gogh is one of the most famous artists, yet most people know only one or two things about him. This class will study his life and works in-depth, and in the context of Realism and Impressionism in France, and in the framework of Dutch art. He also will be viewed as an artist interested in playing a role as a mad genius and ill artist, which were cultural models for artists in the late 19th century. This class is intended for students who have had little or no background in art history.

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This course studies portraiture in Renaissance painting and sculpture with a focus on mastering research and writing skills. It examines how portraiture, through its means of constructing the artist, viewer, and sitter, shaped and challenged social, political, and cultural norms. It concentrates on notions of subjectivity and strategies of self-fashioning in ritualized contexts of private, corporate, and religious space. Through the lens of portraiture, the course aims to introduce art historical methodologies related to reception theory, patronage studies, social history, and identity. The class is intended as a way for students to develop the skills of writing, critical thinking, and research; it is not a survey course on the subject of Renaissance portraiture as such, but a writing class. The subject matter will include discussion of works by Raphael, Titian, Jan Van Eyck, and other major artists. Topics will include: Portraits and the viewer; Portraits of ‘the other’; Depictions of gender difference in portraiture (constructions of masculinity and femininity); Portraiture and homoerotics; The history of the reception of portraits; Collections and the display of portraits; Portraiture and its ritual uses; Portraiture and the question of authorship; Self-portraiture and the social/class status of the artist; Portraiture and social performance. This course is offered every fall and spring term, but with a different topic.

This course examines the phenomenon of Pilgrimage--journeys from one place to another, primarily for religious purposes. While the place of pilgrimage in the major religions of Hinduism, Buddhism, and Judaism are briefly sketched out, the course will focus on the three great Christian pilgrimages of the Middle Ages, to the holy sites of Jerusalem, Rome, and Santiago de Compostela. Besides Saints Peter and James, the course will include the cults of Sts Foi, Thomas Becket, Nicholas, Margaret of Antioch and Katherine of Alexandria among others. Class presentations will be on critical readings and analysis of sacred sites and their imagery.

History of Architectural Theory is an upper level reading course that is required for all students wishing to graduate from the University of Pittsburgh with a major in Architectural Studies. The objective of the course is to acquaint students with many forms of architectural writing, to examine the emergence and development of core ideas in the Western architectural tradition, and to examine the relationship between architectural ideas and the cultural, political and social contexts in which they were articulated. Texts examined in the course will include classic works on architecture, urbanism and aesthetics, and novels in which architecture is a dominant theme. 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. Texts from antiquity to the present will be examined, including the writings of Vitruvius, Perrault, Laugier, Boullee, Pugin, Ruskin, Viollet-le-Duc, Le Corbusier, Frank Lloyd Wright, Ayn Rand, Jane Jacobs and Robert Venturi.

Roman Art is the art of a civilization much like our own -- cosmopolitan and multi-cultural. The course will trace the development of Roman Art from the formation of Rome’s empire in the 2nd c. BC to the empire at its broadest geographical extent, in the 2nd c. AD., examining both the public art (architecture and sculpture) sponsored by the central and local governments, and the decorative art of the Roman consumer.

This course takes an interdisciplinary look at the Holy Grail as a focus for the study of the architecture, iconography manuscripts and texts of the Middle Ages. Subject matter from the old and new testaments, biblical commentary and exegesis, from the classical tradition, and from the vernacular literature of period is included. Students will prepare weekly assignments for class discussion.
The architecture of the High Renaissance and Mannerism (from about 1500 to about 1580 in Rome and other centers of Italy) changed forever the face of architecture. This course begins with epochal projects by Bramante, Raphael, Michelangelo and (on paper) Leonardo da Vinci. It then follows the mutation of High Renaissance ideals into Mannerism and the evolution of those styles in northern Italy, particularly in the villas and churches of Andrea Palladio. We end with a survey of what the Renaissance style in architecture and town planning looked like when it was exported to France, Spain, Germany, and England.

24127  HA-A  HAA 1307  PAINTING IN 17TH CNTR HOLLAND  TTh  1:00 PM to 2:15 PM  FKART 204  Harris, Ann Sutherland  3 Credits
This course will introduce you to painting in the United Provinces (the Dutch Republic) and the Spanish Netherlands (Flanders) in the 17th century (c. 1580-c. 1680). We will consider the political and social background of these works and then focus on Rubens, Van Dyck, and Jordaens in Flanders and Hals, Rembrandt, Vermeer and Jacob van Ruisdael in the country usually called Holland by English speakers today. We will also look at the work of many less well-known painters and print makers, and consider topics such as the emergence and popularity of genres such as still-life, portraiture, landscape and scenes of everyday life.

24130  HA-A  HAA 1455  ART IN THE THIRD REICH  TTh  9:30 AM to 10:45 AM  FKART 203  McCloskey, Barbara  3 Credits
This course examines national socialist art and the fate of modernism under Hitler in the years between 1933 and 1945. As we will explore, Hitler's regime enlisted the arts and architecture, through party rallies, art exhibitions, building programs, and film, in enforcing its dictatorial policies on everything from the extermination of the Jews to sexuality and the war effort. We shall also consider the impact of the purge of modern art under Hitler on the work of such noted modernists as Otto Dix and Käthe Kollwitz, who chose to remain in Germany, and on the art of those who fled into exile, among them John Heartfield, George Grosz, and Max Beckmann. The final weeks of the course will consider critical issues involved in recent--and invariably controversial--attempts in museum building, sculpture, and site-specific installations to memorialize the holocaust and examine Germany's Nazi past.

24597  HA-A  HAA 2131  ROMAN ART  MW  3:00 PM to 4:15 PM  FKART 204  Weis, H Anne  3 Credits
Roman Art is the art of a civilization much like our own -- cosmopolitan and multi-cultural. The course will trace the development of Roman Art from the formation of Rome's empire in the 2nd c. BC to the empire at its broadest geographical extent, in the 2nd c. AD., examining both the public art (architecture and sculpture) sponsored by the central and local governments, and the decorative art of the Roman consumer.

24124  HA-A  HAA 2210  MEDIEVAL ICONOGRAPHY  TTh  2:30 PM to 4:30 PM  FKART 202  Stones, Alison  3 Credits
This course takes an interdisciplinary look at the Holy Grail as a focus for the study of the architecture, iconography manuscripts and texts of the Middle Ages. Subject matter from the old and new testaments, biblical commentary and exegesis, from the classical tradition, and from the vernacular literature of period is included. Students will prepare weekly assignments for class discussion.

24126  HA-A  HAA 2306  HIGH RENAISSANCE ARCHITECTURE  MW  3:00 PM to 4:15 PM  FKART 203  Toker, Franklin K  3 Credits
The architecture of the High Renaissance and Mannerism (from about 1500 to about 1580 in Rome and other centers of Italy) changed forever the face of architecture. This course begins with epochal projects by Bramante, Raphael, Michelangelo and (on paper) Leonardo da Vinci. It then follows the mutation of High Renaissance ideals into Mannerism and the evolution of those styles in northern Italy, particularly in the villas and churches of Andrea Palladio. We end with a survey of what the Renaissance style in architecture and town planning looked like when it was exported to France, Spain, Germany, and England.

24129  HA-A  HAA 2455  ART OF THE THIRD REICH  TTh  9:30 AM to 10:45 AM  FKART 203  McCloskey, Barbara  3 Credits
This course examines national socialist art and the fate of modernism under Hitler in the years between 1933 and 1945. As we will explore, Hitler's regime enlisted the arts and architecture, through party rallies, art exhibitions, building programs, and film, in enforcing its dictatorial policies on everything from the extermination of the Jews to sexuality and the war effort. We shall also consider the impact of the purge of modern art under Hitler on the work of such noted modernists as Otto Dix and Käthe Kollwitz, who chose to remain in Germany, and on the art of those who fled into exile, among them John Heartfield, George Grosz, and Max Beckmann. The final weeks of the course will consider critical issues involved in recent--and invariably controversial--attempts in museum building, sculpture, and site-specific installations to memorialize the holocaust and examine Germany's Nazi past.

10466  HISPANIC  PORT 0001  ELEMENTARY PORTUGUESE 1  MTWThF  2:00 PM to 2:50 PM  CL 218  Abreu, Maria Elizabeth  5 Credits
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. Audio-visual materials such as slides, music and film, when possible, will be utilized in this course. No recitation sessions. Expected class size: 19 students.

21422  HISPANIC  PORT 0001  ELEMENTARY PORTUGUESE 1  MTWThF  3:00 PM to 3:50 PM  CL 218  Abreu, Maria Elizabeth  5 Credits
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. Audio-visual materials such as slides, music and film, when possible, will be utilized in this course. No recitation sessions. Expected class size: 19 students.

11585  HISPANIC  PORT 0001  ELEMENTARY PORTUGUESE 1  MTWThF  1:00 PM to 1:50 PM  CL 218  Abreu, Maria Elizabeth  5 Credits
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. Audio-visual materials such as slides, music and film, when possible, will be utilized in this course. No recitation sessions. Expected class size: 19 students.

18177  HISPANIC  PORT 0002  ELEMENTARY PORTUGUESE 2  Chamberlain, Bobby J
Meets Reqs:  L  MTWThF  12:00 PM to 12:50 PM  CL 237  5 Credits

Cross-listed with PORT 1002. 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. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Prerequisite: Portuguese 0001/1001 or equivalent knowledge. No recitation sessions. Estimated class size: 19 students.

11263  HISPANIC  PORT 0003  INTERMEDIATE PORTUGUESE 3  Carvalho, Ana Paula Raulino De
MWF  02:00 PM to 02:50 PM  CL 237  3 Credits

Cross-listed with PORT 1003A. 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. Prerequisite: Portuguese 0002/1002 or equivalent knowledge. No recitation sessions. Estimated class size: 19 students.

12245  HISPANIC  PORT 0020  CONVERSATION  Carvalho, Ana Paula Raulino De
MWF  03:00 PM to 03:50 PM  BENDM 158  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. Audio-visual materials such as newspaper articles, music, film, and other authentic materials will be utilized in this course in order to promote ample opportunities for conversation. Prerequisite: Portuguese 0004/1004 or equivalent knowledge. No recitation sessions. Estimated class size: 15 students. This course is offered only during the fall term.

10467  HISPANIC  PORT 1001  ELEMENTARY PORTUGUESE 1  Abreu, Maria Elizabeth
MTWThF  02:00 PM to 02:50 PM  CL 218  5 Credits

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. Audio-visual materials such as slides, music and film, when possible, will be utilized in this course. No recitation sessions. Expected class size: 19 students.

21423  HISPANIC  PORT 1001  ELEMENTARY PORTUGUESE 1  Abreu, Maria Elizabeth
MTWThF  03:00 PM to 03:50 PM  CL 218  5 Credits

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. Audio-visual materials such as slides, music and film, when possible, will be utilized in this course. No recitation sessions. Expected class size: 19 students.

11584  HISPANIC  PORT 1001  ELEMENTARY PORTUGUESE 1  Abreu, Maria Elizabeth
MTWThF  01:00 PM to 01:50 PM  CL 218  5 Credits

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. Audio-visual materials such as slides, music and film, when possible, will be utilized in this course. No recitation sessions. Expected class size: 19 students.

18178  HISPANIC  PORT 1002  ELEMENTARY PORTUGUESE 2  Chamberlain, Bobby J
Meets Reqs:  L  MTWThF  12:00 PM to 12:50 PM  CL 237  5 Credits

Cross-listed with PORT 1002. 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. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Prerequisite: Portuguese 0001/1001 or equivalent knowledge. No recitation sessions. Estimated class size: 19 students.

11264  HISPANIC  PORT 0003  INTERMEDIATE PORTUGUESE 3  Carvalho, Ana Paula Raulino De
MWF  02:00 PM to 02:50 PM  CL 237  3 Credits

Cross-listed with PORT 1003A. 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. Prerequisite: Portuguese 0002/1002 or equivalent knowledge. No recitation sessions. Estimated class size: 19 students.

10468  HISPANIC  PORT 1902  DIRECTED STUDY  Chamberlain, Bobby J
Meets Reqs:  L  MTWThF  12:00 AM to 12:00 AM  TBA  1 - 6 Credits

Students must consult with advisor before registering for this course.

21145  HISPANIC  SPAN 0020  CONVERSATION  Whitehead, Jeffrey Robert
12:00 AM to 12:00 AM  TBA  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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<th>Course Code</th>
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<th>Section</th>
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<td>CONVERSATION 01:00 PM to 02:15 PM</td>
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<td>20318</td>
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<td>CONVERSATION 09:30 AM to 10:45 AM</td>
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<td>CL 319</td>
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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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<td>23389</td>
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This course reviews Spanish grammar, and it is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major.

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This course introduces students to the cultural history of the Hispanic World. Starting with the study of Pre-Colombian civilizations and the controversial politics of the Spanish Conquest we will discuss the conflicts involved in the transformation of Latin America. Through a broad variety of texts, chronicles, documentaries, films, fiction and novels, students will learn about the Spanish-speaking world and also explore the complex interactions implied in the process of colonization, in the foundation of national identities and in the creation of cultural traditions. We will stress the importance that these social and political tensions have in order to understand the past but also we will analyze its impact in the present.
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12031  HISPANIC SPAN 0055 INTRO HISPANIC LITERATURE 1  Lund, Joshua K
Meets Req's: W  W  CL 304  3 Credits
MWF  11:00 AM to 11:50 AM
This course is designed for students who have completed SPAN 0020 and/or SPAN 0025 or can demonstrate an equivalent level of proficiency.

10762  HISPANIC SPAN 0055 INTRO HISPANIC LITERATURE 1  Lund, Joshua K
Meets Req's: W  TTh  CL 319  3 Credits
11:00 AM to 12:15 PM
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.

21149  HISPANIC SPAN 1305 SPANISH APPLIED LINGUISTICS  Whitehead, Jeffrey Robert
Meets Req's: W  W  TBA  3 Credits
12:00 AM to 12:00 AM
This course is for students who have already taken Spanish 0025 or the equivalent and wish to deepen their understanding of Spanish grammar. While the emphasis is on practical usage, theoretical aspects of the finer points of syntax will also be considered, including preterite/imperfect, ser/estar, indicative/subjunctive, etc. It is the intention of the instructor to run the class in a workshop type format rather than in a formal lecture style. In other words, students should complete their assignments before coming to class so that class time can be spent not only reviewing homework but also analyzing the concepts and applying them to translations, short writing tasks and other assignments. Because the text is written in Spanish, it may take a short period of adjustment to get used to understanding and using linguistic terms in Spanish. Students are expected to be able to conjugate verbs accurately in all tenses. The course will be taught entirely in Spanish. Prerequisite(s): Spanish 0025 or equivalent.

23387  HISPANIC SPAN 1305 SPANISH APPLIED LINGUISTICS  Whitehead, Jeffrey Robert
Meets Req's: W  W  CL 129  3 Credits
MWF  01:00 PM to 01:50 PM
This course is for students who have already taken Spanish 0025 or the equivalent and wish to deepen their understanding of Spanish grammar. While the emphasis is on practical usage, theoretical aspects of the finer points of syntax will also be considered, including preterite/imperfect, ser/estar, indicative/subjunctive, etc. It is the intention of the instructor to run the class in a workshop type format rather than in a formal lecture style. In other words, students should complete their assignments before coming to class so that class time can be spent not only reviewing homework but also analyzing the concepts and applying them to translations, short writing tasks and other assignments. Because the text is written in Spanish, it may take a short period of adjustment to get used to understanding and using linguistic terms in Spanish. Students are expected to be able to conjugate verbs accurately in all tenses. The course will be taught entirely in Spanish. Prerequisite(s): Spanish 0025 or equivalent.

23388  HISPANIC SPAN 1600 SURVEY OF SPANISH LITERATURE  Lund, Joshua K
Meets Req's: W  W  VICTO 116  3 Credits
TTh  11:00 AM to 12:15 PM
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 'oeSpain' through Spanish art and literature, and to what extent the 'oeidea of Spain' emerges from its own literary culture.

10763  HISPANIC SPAN 1902 DIRECTED STUDY  TBA  1 - 6 Credits
Meets Req's: W  W  TBA  1 - 6 Credits
12:00 AM to 12:00 AM
Students should consult a departmental advisor before registering for this course. Check with your advisor. Prerequisite(s) SPEN-designated courses require special enrollment counseling.

10764  HISPANIC SPAN 2902 MA DIRECTED STUDY  TBA  1 - 3 Credits
Meets Req's: W  W  TBA  1 - 3 Credits
12:00 AM to 12:00 AM
Students should consult with advisor before registering for this course.

10766  HISPANIC SPAN 3902 PHD DIRECTED STUDY  TBA  1 - 3 Credits
Meets Req's: W  W  TBA  1 - 3 Credits
12:00 AM to 12:00 AM
Students should consult with departmental advisor before registering for this course. Check with your advisor. Prerequisite(s) SPEN-designated courses require special enrollment counseling.

11931  HISPANIC SPAN 3990 PHD INDEPENDENT STUDY  TBA  1 - 3 Credits
Meets Req's: W  W  TBA  1 - 3 Credits
12:00 AM to 12:00 AM
Students should consult departmental advisor before registering for this course.

20687  HIST HIST 0089 MAGIC, MEDICINE AND SCIENCE  3 Credits
Meets Req's: W  W  CL 244A  3 Credits
06:00 PM to 08:30 PM

This course traces the European origins of our world of mass mobilization around new sources of loyalty and of increasing potential of affluence and destruction. Through lectures, readings, and films it surveys the ways in which people respond to an unprecedented series of economic, political, and cultural transformations from the French Revolution to the age of Hitler and Stalin. It highlights the variety of ways by which historical change and continuity can be measured and how people come to alter their sense of the world and their place in it.

**21034**
**HIST**
**HIST 0100**
**WESTERN CIVILIZATION 1**
Meets Reqs: W
HSREG
3 Credits

**24501**
**HIST**
**HIST 0100**
**WESTERN CIVILIZATION 1**
Meets Reqs: T
HSREG
3 Credits

**11567**
**HIST**
**HIST 0100**
**WESTERN CIVILIZATION 1**
Meets Reqs: MW
HSREG
3 Credits

**11831**
**HIST**
**HIST 0101**
**WESTERN CIVILIZATION 2**
Meets Reqs: MW
HSREG
3 Credits

**10002**
**HIST**
**HIST 0101**
**WESTERN CIVILIZATION 2**
Meets Reqs: MW
HSREG
3 Credits

**12727**
**HIST**
**HIST 0125**
**RELIGIONS OF THE WEST**
Meets Reqs: MW
COM
3 Credits

**22265**
**HIST**
**HIST 0187**
**WORLD WAR II-EUROPE**
Meets Reqs: W
3 Credits

**11837**
**HIST**
**HIST 0678**
**US AND THE HOLOCAUST**
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.

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<th>Course Code</th>
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<tr>
<td>10652</td>
<td><strong>US AND THE HOLOCAUST</strong></td>
<td>Burstin, Barbara</td>
<td>TTh</td>
<td>02:30 PM to 03:45 PM</td>
<td>LAWRN 205</td>
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</table>

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 20th 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 new and very good books published on the subject.

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<tr>
<td>24466</td>
<td><strong>WRITING SEMINAR FOR MAJORS</strong></td>
<td>Hoock, Holger</td>
<td>T</td>
<td>03:00 PM to 05:25 PM</td>
<td>WWPH 3501</td>
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Centering on a common theme involving historical research, this course will address the principles of effective writing and the craft of the historian. A number of writing assignments and a final major paper will be subject to extensive criticism and require revision. Students will use archives at Pitt and the Historical Society of Western Pennsylvania (John Heinz Regional History Center) to research individual topics on the history of Pittsburgh.

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<tr>
<td>20980</td>
<td><strong>WRITING SEMINAR FOR MAJORS</strong></td>
<td>Hagerty, Bernard George</td>
<td>T</td>
<td>06:00 PM to 08:30 PM</td>
<td>WWPH 3501</td>
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</table>

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 20th 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 new and very good books published on the subject.

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<tr>
<td>12237</td>
<td><strong>REQUIRED SEMINAR FOR MAJORS</strong></td>
<td>Galpern, Allan N</td>
<td>M</td>
<td>06:00 PM to 08:30 PM</td>
<td>WWPH 3701</td>
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"oDictatorship and democracy in Europe, 1933-1945," is the title of this new reading seminar. It will study the choices made by men and women, as individuals and in their roles as members of social classes, religious confessions, and political parties. Five nations will be emphasized: Russia, Germany, France, Britain and Switzerland. Two began in revolution and became, in the short or in the longer run, dictatorships. Three were parliamentary democracies that survived. The inclusion of Switzerland will allow us to see the part that neutral countries have played in modern European history.

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<tr>
<td>22244</td>
<td><strong>GLOBALIZATION AND HISTORY</strong></td>
<td>Hoess, Allan Stephen</td>
<td>TTh</td>
<td>09:30 AM to 10:45 AM</td>
<td>CL 216</td>
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Everybody talks about globalization but they do not all mean the same thing. Such interconnectedness is not new. It occurred - to varying degrees - through much of human history, but appears to be intensifying in recent decades. For historians, exploring globalization poses practical problems. (By 'globalization', we mean growing global interconnectedness.) Usually historians write - and read - national histories and work within national boundaries. However, if global interconnectedness is indeed intensifying, scholars and students of history will have to learn to think globally or they will not be able to fully understand human affairs. We introduce students to global thinking not by attempting an overview of world history, but analyzing in depth selected historical episodes and processes that operated simultaneously in many parts of the globe. After a brief stop in the 14th century (to illustrate that globalization is not new), we will investigate three relatively recent developments: the political upheaval and student unrest of 1968, the global (?) economic crisis of 1973 to 1975, and the end of the Cold War after the breakdown of European socialism around 1990. Each time we will pose overarching questions and then examine events in four countries representing four world regions: Brazil (For Latin America), China (For Asia), Germany (For Europe), and the USA.

We will look at similarities and differences among the countries, links between them, and ask whether global processes explain the similarities and differences.

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<tr>
<td>20670</td>
<td><strong>WORLD WAR I-COMPARTV PERSPECTV</strong></td>
<td>Novosel, Anthony Stephen</td>
<td>T</td>
<td>01:00 PM to 02:15 PM</td>
<td>LAWRN 205</td>
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</table>
The alliance system caused the Great War. In 1914, a wave of enthusiasm swept across Europe, a patriotic fervor overcame young men and women, and they went off happily to kill each other. The Ruling Classes and middle classes duped the working class into going to war against their own interests and there was no real support for the war among the working classes. The Old Men in power sacrificed the young men in Europe for their own selfish pride and to preserve their own power and Empires. The Great War was a 'senseless slaughter,' led by incompetent Generals, who sacrificed their men mindlessly and needlessly. The Front line experience was dreadful and turned men against the war by 1917. The working class suffered and realized no benefits from the war. Women saw their traditional roles, not only challenged, but, in all countries, irrevocably changed. The War destroyed the 'oetraditional' world of artistic expression, accelerated modernism, and freed the individual from all traditional modes of thinking and acting. The Christmas Truce of 1914 and the French Mutiny are examples of the soldier's desire for peace. The expansion of State Power in the West came about through those in power to remain in power. The wars we are involved today are a direct result of the Great War. The war was a war to expand democracy. It was the 'Greatest blunder' in Modern History. Without the Great War Lenin, Mussolini and Hitler could never have come to power. As one historian wrote, 'More trees have died to explain the Great War and its impact.' The statements above are but a small sampling of the accepted 'oetruths' and analysis of the Great War that killed these trees. However, are any of these actually true? In this class, you will analyze many of these 'oetruths' to determine what really caused the Great War, how people responded to it, how the nations fought it and the impact it had on Europe and the World. Armed with this analysis we will destroy some of the 'oetruths' of the war, while accepting others, and at the same time, finding that we will not come to any agreement on many other facets of the war. By doing this work, we will come to appreciate the difficulties in any historical analysis, while coming to see the Great War as 'oethe key event in Modern History.'

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<tr>
<td>24457</td>
<td>HIST 1108 COMPARATIVE EUROPEAN HISTORY</td>
<td>Klimo, Arpad Stephan</td>
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<td>TTh 09:30 AM to 10:45 AM WWPH 3415</td>
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'Oeln the nineteenth century, many Europeans regarded Catholic ideas, organizations, and individuals as a dangerous threat to Western civilization. Less than a century later, Catholics were well integrated into European society and Catholic politicians dominated Western Europe. What accounts for such a change? This course investigates that question by analyzing the relationship between Catholicism and modern society in Europe, including Austria, Italy, Germany, and France from 1870 to 1970.'

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<tr>
<td>11376</td>
<td>HIST 1123 MODERN BRITAIN</td>
<td>Whitehead, Jeffrey</td>
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<td>TBA 12:00 AM to 12:00 AM</td>
<td>Robert</td>
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<td>This course is offered through Study Abroad Program. For details, see Study Abroad Program of the A&amp;S Undergraduate Dean's Office.</td>
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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 - Wednesdays: 8/31, 9/7, 9/14, 9/28, 10/12, 10/26, 11/9, 11/16, 11/30, 12/7/2011.

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<td>24544</td>
<td>HIST 1128 MODERN FRANCE-1 1780-1880</td>
<td>Drescher, Seymour</td>
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<td>MW 03:00 PM to 04:15 PM WWPH 3415</td>
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For a hundred years after her Great Revolution in 1789, the French sustained a reputation as the most turbulent people in Europe, the pacemakers of political and cultural development. Yet was France really an example of radically and rapidly changing society? This course examines the contradictions of a nation haunted by its revolutionary leap from an old to a new regime, where old ways persisted everywhere, in culture, economy and society.

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<td>24456</td>
<td>HIST 1144 THE PORTUGUESE EMPIRE</td>
<td>Pereira, Mario</td>
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<td>TTh 09:30 AM to 10:45 AM CL 342</td>
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The purpose of this course is to introduce students to the study of the Portuguese overseas empire in the early modern period by adopting a non-conventional perspective. In addition to offering a chronological and geographical framework of Portuguese expansion, the course will focus on the social and cultural interactions that emerged from the permanent contact of the Portuguese with non-Europe societies in Africa, Asia, and the Americas. The aim of the course is to consider Portuguese overseas expansion within the broader context of the early modern world and to investigate the notions of globalization associated with the Portuguese Empire. We will examine themes of global political, social and religious experiences, interactions and connections well as issues of the globalization of art and culture.
This upper-level undergraduate course will examine the motive, significance and progress of the Post-WWII movement toward economic and political integration in Europe. We will use scholarly and journalistic analyses, primary documents and methodologies derived from a variety of academic disciplines to look at why Europeans in 1945 were 'ready' for unification; at the progress of the unification movement; at the particular institutions created and their workings; at the limits and probable future of European integration; and at the significance of European integration both for Europe and for the wider world. Although we will examine the intellectual and theoretical underpinnings of European integration, this course is intended primarily as a nuts-and-bolts exploration of the specific mechanisms and processes which were devised to forward the task of European integration, and of the concrete political and economic problems which arose in implementing those mechanisms and processes. This will be coupled with a rigorous examination of the historical and situational roots of integration, and of the considerable challenge which still face it.

24631  HIST  HIST 1175  XENOPHOBIA IN MODERN EUROPE  Hagerty, Bernard George
Meets Reqs: TTh 01:00 PM to 02:15 PM WWP 1700 3 Credits

This course will examine the nature, genesis, appeal and historical context of Europe's post-war xenophobia, racist and exclusive policies. We will study movements ranging from France's Le Pen to Britain's skinhead, will put each in national and historical context, and will discuss possible solutions to the problem they represent.

22237  HIST  HIST 1190  MEDIEVAL GOVERNMENT & SOCIETY  Greenberg, Janelle
Meets Reqs: W 02:00 PM to 04:25 PM CL 342 3 Credits

There are two good reasons for studying the medieval and early modern history of Europe. One is that it is intrinsically interesting. The other is that such a study can give us perspective on our own world, because many modern political, religious, and legal institutions, and many of our own values and attitudes originated and developed in the pre-industrial era. Take, for example, the notion of the state; the rule of law and representative government; the idea and practice of sovereignty and law-making; trial by a jury of one's peers or by a tribunal of justices; the right to confront one's accuser; the right against self-incrimination; the right to habeas corpus and a speedy trial. Put differently, we will spend the semester examining the emergence of the basic safeguards against tyranny and arbitrary government, which safeguards constitute the guiding principles of our democratic polity. We will focus on how these institutions and ideals came into existence, why they sometimes flourished, and why they sometimes failed. Because they were forged from the major influences upon which medieval Europe emerged, namely, Roman, Christian, and Germanic, the course will deal as extensively with religion as with law and politics. Finally, although we will concentrate on the pre-modern period, the course will finish by attempting to answer these questions: to what extent can the institutions and ideas we have studied be transported to developing states in the 21st century? Can we bypass or abridge history?

11236  HIST  HIST 1191  ENGLISH ORIGINS OF AMERICAN LAW  Greenberg, Janelle
Meets Reqs: TTh 01:00 PM to 02:15 PM CL 358 3 Credits

This course examines the origins and development of English law and legal institutions 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.

24657  HIST  HIST 1197  BLACK DEATH: PLAGUE & HISTORY  Kudlik, John J
Meets Reqs: W 07:00 PM to 09:30 PM MTLBNBA 3 Credits

The Black Death, the great epidemic of 1347-1350s, was the most profound epidemiological-ecological crisis Europe had ever experienced. Between 30 and 70 percent of the population of the western world vanished. In the wake of this demographic disaster economic, psychological, social, literary, and even artistic processes were profoundly altered. This epidemic can be traced through extensive primary sources ranging from literature to art history--from population statistics through village desertions. This course will introduce these data and examine the consequences of the Black Death.

24708  HIST  HIST 1767  MODERN JEWRY  Bellh 314 3 Credits
Meets Reqs: MW 04:30 PM to 05:45 PM

This course is an introduction to the major themes and the basic narrative of modern Jewish religious, social, and intellectual history, from the 17th century to the middle of the 20th century. We examine the specific challenges posed by the Enlightenment, modern liberalism, nation-state citizenship, modern antisemitism and modern socialism, and the responses offered by Jews in Europe, North America, and the Middle East.

12298  HIST  HIST 1775  ORIGINS OF CHRISTIANITY  Denova, Rebecca I
Meets Reqs: T 06:00 PM to 08:30 PM WWP 1501 3 Credits

This course presents an historical-critical investigation of Christian origins. Special attention is paid to varied 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 Pastors), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.

11202  HIST  HIST 1775  ORIGINS OF CHRISTIANITY  Denova, Rebecca I
Meets Reqs: TTh 02:30 PM to 03:45 PM CL000G8 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 Pastors), 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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<tr>
<td>25145</td>
<td>HIST 1781 ROMAN HISTORY</td>
<td>Newell, John F</td>
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<td>W 06:00 PM to 08:30 PM</td>
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This course is a survey of Roman history from the founding of the city in the 8th century B.C.E. to the collapse of the Western Empire in the 5th century C.E. The history of Rome is the story of how a city-state first unified the Italian peninsula under its military and political leadership; how it then developed into a Mediterranean Empire which, at its greatest territorial extent, stretched from Britain in the West to the Tigris and Euphrates in the East; and how it finally lost political and military control of its empire which broke apart into what became the states of Medieval Europe. As we read a modern narrative history of Rome and the works of Roman and Greek historians, we will examine how Rome acquired and governed its empire; under what forms of government and under whose leadership the affairs of the Roman People were administered; and what causes led to the breakup of the Roman Empire.

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<td>22331</td>
<td>HIST 2043 SOCIAL MOVEMENTS</td>
<td>Staggenborg, Suzanne</td>
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<td>M 02:00 PM to 04:25 PM</td>
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This course provides a graduate-level overview of the field of social movements. Theoretical issues to be covered include the role of political and cultural opportunities, collective identity, and mobilizing structures in the emergence, development and outcomes of social movements. We will read some important theoretical work as well as some empirical studies, which advance social movement theory. The course will serve as a guide for further independent study of the field.

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<td>24429</td>
<td>HIST 2731 FASHION AND SOCIETY SINCE 1500</td>
<td>Klimo, Arpad Stephan</td>
<td>3</td>
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<td>T 01:00 PM to 03:25 PM</td>
<td>WWPH 3501</td>
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</table>

This course is a survey of the history of Rome from the founding of the city to its collapse as an empire. The works of Roman historians are read in connection with the works of ancient and modern historians. The focus will be on how Rome acquired and governed its empire; under what forms of government and under whose leadership the affairs of the Roman people were administered; and what causes led to the breakup of the Roman Empire.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>20672</td>
<td>HIST 0123 UHC WESTERN CIVILIZATION 1</td>
<td>Galpern, Allan N</td>
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<td></td>
<td>MWF 12:00 PM to 12:50 PM</td>
<td>WWPH 3701</td>
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The course examines the origins and evolution of both traditional medical systems and alternative health care patterns in Western civilization, from the earliest society to the present. Particular attention is paid to the impact of religion, warfare, and other societal factors on the development of medicine. The majority of the course deals with the growth of the American health care system, discussing the regular medical community, irregular medical sects, home health care, and various forms of quackery. Emphasis is placed on how changes in American society impacted on the evolution of public health, health care facilities, and the emerging role of the government in health care issues. Prerequisite(s): No prerequisites, but students are expected to read assigned materials and to attend lectures. There will be a mandatory discussion session following each lecture.

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<tr>
<th>Course Code</th>
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<tr>
<td>10968</td>
<td>HIST 1090 HISTORY MEDICINE &amp; HEALTH CARE</td>
<td>Erlen, Jonathan</td>
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<td></td>
<td>MWF 01:00 PM to 02:15 PM</td>
<td>CL 358</td>
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How can we understand our world? In western culture, science dominates all our answers to this question. But there are other ways. They can be found in the mythologies of ancient and modern peoples. This course will compare the scientific and mythological ways of seeing the world and their more subtle connections. In particular, we will turn to the remarkable events in Ancient Greece of 800-400 B.C. and discover how the scientific approach actually grew slowly out of mythological thought itself.

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<tr>
<td>10985</td>
<td>HPS 0427 MYTH AND SCIENCE</td>
<td>Bursten, Julia Rebecca</td>
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<td></td>
<td>T 06:00 PM to 08:30 PM</td>
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</thead>
<tbody>
<tr>
<td>22007</td>
<td>HPS 0430 GALILEO &amp; CREATN MDRN SCIENCE</td>
<td>Palmieri, Paolo</td>
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</table>
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.

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.

This seminar's aim is captured in its title: it is to understand Aristotle's teleology. We will focus primarily on the nature and ontological basis of his natural teleology, but will consider also how he thinks teleological explanation applies to human action and production. We will consider the range of Aristotle's natural teleology: is it limited to the development, structure, and functioning of living organisms, as we ourselves think, or does it extend, as some think, to inanimate objects or even to the cosmos as a whole? and why or why not? As for the ontological basis of its application to nature, we'll ask, among other questions, whether the natural teleology rests on an anti-reductionist or rather (as one influential view has it) an anti-eliminativist thesis, or on something else; and if anti-reductionist in what precisely the irreducible core of the theory lies. We will consider how the form(s) of teleological explanation Aristotle uses for human action and production (including in social/political contexts) compare to the form(s) of teleological explanation he offers for credit, will be based partly on participation, but significantly on a substantial term paper on a seminar-relevant theme of interest to you.

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This course is an introduction to the major themes and the basic narrative of modern Jewish religious, social, and intellectual history, from the 17th century to the middle of the 20th century. We examine the specific challenges posed by the Enlightenment, modern liberalism, nation-state citizenship, modern antisemitism and modern socialism, and the responses offered by Jews in Europe, North America, and the Middle East.

<table>
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<td>11857</td>
<td>LING</td>
<td>IRISH (GAELIKE) 1</td>
<td>4 Credits</td>
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<td>12432</td>
<td>LING</td>
<td>IRISH (GAELIKE) 3</td>
<td>3 Credits</td>
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<td>4 Credits</td>
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<td>CL 129</td>
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<td>11994</td>
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<td>GREEK (MODERN) 3</td>
<td>3 Credits</td>
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<td>CL 136</td>
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<td>24215</td>
<td>LING</td>
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<td>4 Credits</td>
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<td>11593</td>
<td>LING</td>
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<td>4 Credits</td>
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<td>11795</td>
<td>LING</td>
<td>SWEDISH 3</td>
<td>3 Credits</td>
<td>TTh</td>
<td>09:30 AM to 10:45 AM</td>
<td>CL 341</td>
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The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.
12193 MUSIC 0211 INTRO TO WESTERN ART MUSIC
Meets Reqs: MA
01:00 PM to 04:00 PM CL 235
Bowers,Nathan David

The goal of this course is simple: to improve the student's ability to listen to music. To achieve this, the first part of the course breaks down into its individual component parts, such as rhythm, melody, harmony, and so forth. As the course progresses, the ways in which these component parts interact with one another are examined. Unit 1 discusses the "common ground" that Western art music shares with various other musical traditions. Units 2 through 5 cover the most basic elements of music: rhythm, melody, harmony, and the shaping processes that create musical form. Unit 6 shows how these elements relate to and interact with one another. Units 7 through 10 move beyond the basics to explore music texture and timbre, the ways music can create meaning or be emotionally expressive, how music interacts with poetry, theater, and dance, and the concepts of musical style. Unit 11 is devoted to a review, showing how all these elements work together in music. Finally, Unit 12 looks at the most important aspect of music: how you listen to it. The skills learned in this course can help the student become an empowered listener. This course is offered in the spring and fall terms. Materials: Study guide, text, audio tapes. Requirements: 2 written projects. In addition, the student is required to keep a journal of exercises, make notes, and record thoughts about the material presented. The journal will be submitted for the instructor's review at the end of the semester. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop date - Saturdays; 9/3, 10/1, 11/5/2011.

23498 MUSIC 0211 INTRO TO WESTERN ART MUSIC
Meets Reqs: MA
06:00 PM to 08:30 PM MUSIC 132

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 more critically and sensitively.

10515 MUSIC 0211 INTRO TO WESTERN ART MUSIC
Meets Reqs: MA
09:00 AM to 09:50 AM FKART 125
Nisnevich,Anna

This course introduces the main stylistic features, composers, and selected compositions of the various periods in the Middle Ages to the 20th century. Emphasis is placed on learning more critically and sensitively.

19763 MUSIC 0222 HISTORY OF WESTERN MUSIC TO 1750
Meets Reqs: EX
03:00 PM to 04:15 PM MUSIC 123

This course surveys the music of Western Europe from Ancient Greece to 1750. We will accomplish this through reading, listening, formal analysis, and, when possible, performance. Students will place the music within the culture of the time by examining art works, architecture, political, religious, and cultural institutions, and literature. We will examine and analyze scores of representative works, including troubadour songs, liturgical chant, early polyphony, madrigals, opera, orchestral and chamber music, and music for keyboard. NOTES: (1) This course meets the 2nd level Music/Art Requirement, (2) This course is part of the core requirement in music history and theory for music majors and normally should be taken concurrently with music 0417 (Theory 3) and MUSIC 0418 (Musicianship 3).

25226 MUSIC 1228 LATE ROMNTIC & ERLY 20TH CNTUR
Meets Reqs: M
06:00 PM to 08:30 PM MUSIC 132

In this class we will trace the history of classical music in Russia/Soviet Union from its inception during the times of Catherine the Great to its most recent post-Soviet developments. We will explore many masterpieces and will investigate the multiple contexts within which music attained that high place among Russian arts which it still sustains. Non-music majors will have to contact the professor for permission to take this course.

12302 PHIL 0010 CONCEPTS OF HUMAN NATURE
Meets Reqs: PH
01:00 PM to 01:50 PM FKART 125
Schafer,Karl Daniel

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.

12300 PHIL 0012 CONCPTS HUMAN NATURE/WRIT PRAC
Meets Reqs: PHW
09:00 AM to 09:50 AM CL 139
Fortune,Jack
Schafer,Karl Daniel

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.

12301 PHIL 0012 CONCPTS HUMAN NATURE/WRIT PRAC
Meets Reqs: PHW
12:00 PM to 12:50 PM CL 2321
Schafer,Karl Daniel
Fortune,Jack

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.

12300 PHIL 0012 CONCPTS HUMAN NATURE/WRIT PRAC
Schafer,Karl Daniel
Fortune,Jack
12301  PHIL  PHIL 0012  CONCPTS HUMAN NATURE/WRIT PRAC  
Meets Reqs:  PHW  
Meets Reqs:  MW  
01:00 PM to 01:50 PM  FKART 125  4 Credits  
Schafer,Karl Daniel  
Fortune,Jack  
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.  

12194  PHIL  PHIL 0080  INTRO TO PHILOSOPHICAL PROBLEMS  
Meets Reqs:  PH  
Meets Reqs:  Sa  
09:30 AM to 12:30 PM  CL 206  3 Credits  
Siyar,Jamsheed A  
Shaw,James Robert  
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. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop date - Saturdays; 9/3, 10/1, 11/5/2011.  

12608  PHIL  PHIL 0080  INTRO TO PHILOSOPHICAL PROBLEMS  
Meets Reqs:  PH  
Meets Reqs:  T  
06:00 PM to 08:30 PM  CL 208A  3 Credits  
Lindeman,Kathryn Marie  
Shaw,James Robert  
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.  

10553  PHIL  PHIL 0080  INTRO TO PHILOSOPHICAL PROBLEMS  
Meets Reqs:  PH  
Meets Reqs:  MW  
11:00 AM to 11:50 AM  CL G24  3 Credits  
Shaw,James Robert  
The goal of this course is to gain some familiarity with the methods and subject matter of philosophy by looking at a series of classic questions: Do we have minds or souls that are distinct from our bodies? Do we have free will? What makes us who we are? Should we fear death? Readings are primarily drawn from contemporary works, with a smattering of historical sources.  

10837  PHIL  PHIL 0082  INTRO PHILPHCL PRBLM/WRIT PRAC  
Meets Reqs:  PHW  
Meets Reqs:  TTh  
04:00 PM to 04:50 PM  CL 318  4 Credits  
Siyar,Jamsheed A  
Shaw,James Robert  
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.  

10838  PHIL  PHIL 0082  INTRO PHILPHCL PRBLM/WRIT PRAC  
Meets Reqs:  PHW  
Meets Reqs:  TTh  
03:00 PM to 03:50 PM  CL 318  4 Credits  
Siyar,Jamsheed A  
Shaw,James Robert  
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.  

10837  PHIL  PHIL 0082  INTRO PHILPHCL PRBLM/WRIT PRAC  
Meets Reqs:  PHW  
Meets Reqs:  MW  
11:00 AM to 11:50 AM  CL G24  4 Credits  
Siyar,Jamsheed A  
Shaw,James Robert  
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.  

10838  PHIL  PHIL 0082  INTRO PHILPHCL PRBLM/WRIT PRAC  
Meets Reqs:  PHW  
Meets Reqs:  MW  
11:00 AM to 11:50 AM  CL G24  4 Credits  
Siyar,Jamsheed A  
Shaw,James Robert  
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.
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<th>Course ID</th>
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<td>11306</td>
<td>PHIL</td>
<td>PHIL 0200 HISTORY OF ANCIENT PHILOSOPHY</td>
<td>Allen, James V</td>
<td>TTh 11:00 AM to 11:50 AM</td>
<td>CL G24</td>
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</table>

The aim of this course is to introduce students to some of the main achievements and leading ideas of Greek philosophy up to classical times. We begin by examining the origins of philosophical and scientific thinking in the Sixth Century, B.C. in Asia Minor, then trace the development of scientific and critical thought in the Presocratics. We shall then discuss some of Plato's dialogues. Emphasis will mostly be on understanding and evaluating the arguments and ideas of the Greek philosophical tradition, but some reference will be made to historical and cultural background of Greek philosophy.

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<th>Course ID</th>
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<th>Meeting</th>
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<tr>
<td>10554</td>
<td>PHIL</td>
<td>PHIL 0300 INTRODUCTION TO ETHICS</td>
<td>Setiya, Kieran</td>
<td>TTh 02:00 PM to 02:50 PM</td>
<td>FKART 125</td>
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</table>

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 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.

<table>
<thead>
<tr>
<th>Course ID</th>
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<th>Meeting</th>
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<td>Willenken, Timothy M. Setiya, Kieran</td>
<td>TTh 02:00 PM to 02:50 PM</td>
<td>FKART 125</td>
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</table>

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.

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<tr>
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<td>PHIL</td>
<td>PHIL 0302 INTRODCTN TO ETHCS/WRIT PRAC</td>
<td>Setiya, Kieran Willenken, Timothy M.</td>
<td>TTh 02:00 PM to 02:50 PM</td>
<td>FKART 125</td>
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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.
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.

10839  PHIL  PHIL 0302  INTRODUCTN TO ETHCS/WRIT PRAC  Willenken,Timothy M. Setiya,Kieran
Meets Reqs: PHW  MW 02:00 PM to 02:50 PM  CL 236  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.

12198  PHIL  PHIL 0320  SOCIAL PHILOSOPHY  Tamir,Michael
Meets Reqs: PH  Th 07:00 PM to 09:30 PM  MTLBNTBA  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?

24666  PHIL  PHIL 1040  ARISTOTLE  Allen,James V
Meets Reqs: PH  TTh 04:00 PM to 05:15 PM  CL 230  3 Credits
The aim of this course is to introduce students to Aristotle's philosophy by focusing on three central topics. (1) Substance: What is the world made up of at the most fundamental level? (2) Ethics: What is the good life for a human being? How is life to be guided by such a conception? and (3) What is the nature of reasoning and argument? What is the purpose of different kinds of argument, e.g., proof? Are there different kinds of reasoning and argument appropriate for different kinds of subject matter? We will read parts of Aristotle's Nicomachean Ethics, Categories, Metaphysics, Prior and Posterior Analytics and Topics.

24668  PHIL  PHIL 1060  HELLENISTIC PHILOSOPHY  Allen,James V
Meets Reqs: PH  T 06:00 PM to 08:30 PM  CL 226  3 Credits
A description for PHIL 1060 has not been provided yet. Please check again later.

12114  PHIL  PHIL 1170  KANT  Engstrom,Stephen
Meets Reqs: PH  TTh 04:00 PM to 05:15 PM  CL 116  3 Credits
This course aims at a general understanding of Kant's Critique of Pure Reason . It will examine the Critique's central metaphysical and epistemological doctrines, with attention to their historical context. Following Kant as he seeks to determine whether a science of metaphysics is possible, we shall consider the fundamental question he poses ('oeHow are synthetic a priori judgments possible?'), the way of thinking he follows in answering it (the so-called 'oeCopernican Revolution'), and the crucial doctrine of Transcendental Idealism on which his answer to this question depends. If time allows, we will conclude with a brief examination of Kant's moral philosophy.

24505  PHIL  PHIL 1225  WITTGENSTEIN  Engstrom,Stephen
Meets Reqs: PH  TTh 02:30 PM to 03:45 PM  CL 335  3 Credits
We will study in depth some central sections of Ludwig Wittgenstein's Philosophical Investigations. The object will be not only to improve understanding of the issues about language, mind, and reality raised in that brilliant but cryptic work, but also to situate the work historically, in relation to (i) Wittgenstein's own earlier masterpiece, Tractatus Logico-Philosophicus ; (ii) the analytic tradition in 20th Century philosophy; and (iii) modern philosophy in general.

22181  PHIL  PHIL 1310  HISTORY OF ETHICS  Thompson,Michael J
Meets Reqs: PH  MW 04:30 PM to 05:15 PM  CL 221  3 Credits
This course will examine of some of the principal moral philosophers in one or more of the major historical periods from Homeric times to the present day—such as Plato, Aristotle, Aquinas, Hobbes, Hume, Kant, Nietzsche, Mill, and Rawls.

24670  PHIL  PHIL 2021  STUDIES IN PLATO  Engstrom,Stephen
Meets Reqs: PH  Th 07:00 PM to 09:30 PM  CL 1001  3 Credits
A description for PHIL 2021 has not been provided yet. Please check again later.

20539  PHIL  PHIL 2170  KANTIAN ETHICS  Engstrom,Stephen
Meets Reqs: PH  W 02:00 PM to 04:25 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.

24520  PHIL  PHIL 2171  KANTIAN ETHICS  Engstrom,Stephen
Meets Reqs: PH  W 09:00 AM to 11:25 AM  CL 1001  3 Credits
The primary aim of this seminar will be to examine the basic structure of Kant's moral philosophy as it is expounded in three central texts: the Groundwork for the Metaphysics of Morals, the Critique of Practical Reason, and the Doctrine of Virtue (the second part of the Metaphysics of Morals). A principal focus of attention will be Kant's idea that morality is practical knowledge.

12412  PS  PS 0300  COMPARATIVE POLITICS  Peters, B. Guy
Meets Reqs: SSCOM  TTh  09:30 AM to 10:45 AM  WWPH 4130  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.

12270  PS  PS 0300  COMPARATIVE POLITICS  Altdorfer, Patrick D
Meets Reqs: SSCOM  MW  04:30 PM to 05:45 PM  LAWRN 205  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.

11818  PS  PS 0300  COMPARATIVE POLITICS  Perez-Linan, Anibal Sebastian
Meets Reqs: SSCOM  MWF  10:00 AM to 10:50 AM  LAWRN 203  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.

13293  PS  PS 0300  COMPARATIVE POLITICS  Firestone, Nathan
Meets Reqs: SSGLO  MWF  10:00 AM to 10:50 AM  WWPH 5401  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. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop date - Saturdays: 9/3, 10/1, 11/5/2011.

19403  PS  PS 0500  WORLD POLITICS  Peters, B. Guy
Meets Reqs: SSGLO  TTh  11:00 AM to 12:15 PM  BENDM 227  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.

21768  PS  PS 0500  WORLD POLITICS
Meets Reqs: SSGLO  MW  04:30 PM to 05:45 PM  LAWRN 105  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.

19800  PS  PS 0500  WORLD POLITICS

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<td>11700</td>
<td>PS 0600</td>
<td>POLITICAL THEORY</td>
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<td>18249</td>
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<tr>
<td>11375</td>
<td>PS 1311</td>
<td>WESTERN EURP GOVERMNT &amp; POLIT</td>
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<td>24249</td>
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<td>24632</td>
<td>PS 1329</td>
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<td>21765</td>
<td>PS 1330</td>
<td>EUROPEAN UNION SEMINAR</td>
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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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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.

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This is a Pitt in London Program. Please contact the Study Abroad office for course information.

This is a class about political parties and political systems in Western Europe. The class focuses on formal political institutions (Parliamentarism and Presidentialism, levels of Governance, Electoral Systems, Political party systems, Party families, European Political Parties, Elections). The analysis is comparative. In the second half of the class, the discussion will shift to comparative policy outcomes: how different political institutions produce variable policy outcomes. The students are expected to have already taken the introductory class to comparative politics.

A description is not available at this time.
This course will examine the nature, genesis, appeal and historical context of Europe's post-war xenophobia, racist and exclusive policies. We will study movements ranging from France's Le Pen to Britain's skinhead, will put each in national and historical context, and will discuss possible solutions to the problem they represent.

A description is not available at this time.

This course focuses on the various issues related to European security and terrorism. It reviews internal and external threats to European security and the policies that aim to eliminate these dangers. The course is divided into four parts. The first part reviews theoretical and conceptual approaches to explaining and understanding security in Europe and covers conceptual issues in comparative politics, international relations, and transatlantic relations. These approaches provide a framework to comprehend the security threats that we discuss throughout the rest of the course. The second part examines the multiple types of security threats that exist within Europe's boundaries. It specifically assesses the various ethno-nationalist conflicts that have plagued Europe in recent years, such as those between Spain and the Basque Country, Great Britain and Northern Ireland, France and Corsica, as well as in the Balkans. We specifically consider the actions of ethnic terrorist organizations, such as ETA and the IRA. In addition to assessing ethno-nationalist conflicts, this section also investigates recent jihadist terrorist phenomena across Europe. In particular, we review the 2004 Madrid commuter train bombings (11-M), 2004 assassination of Dutch filmmaker Theo van Gogh in Amsterdam, and 2005 London subway bombings (7/7) as cases.

Why do countries go to war? Why do democracies rarely fight each other? Which countries are most likely to have civil wars? This course seeks to address these questions and others. We will primarily focus on violence between countries, but will also discuss civil war and terrorism.

Eastern Europe has now seen more than 20 years of dramatic changes encompassing a movement away from one-party dictatorship and state-run economies to democratic politics and market economies. These changes have affected and been affected by developments in Europe, including Russia, Euro-Atlantic relations and international relations more broadly. The aim of this course is to explore the background and dynamics of the remarkable changes in "the other Europe." The course will move quickly over the history of the region generally referred to as "East Europe" and will focus primarily on contemporary developments. A particular focus of the course is the impact on the region of developments elsewhere, especially in the politics and policies of oil and gas powers, and the ripple effect of changes in the region on European and world politics. (International Relations Field

This course explores the theories, history, and issues in international political economy. International political economy has been described as "the reciprocal and dynamic interaction in international relations of the pursuit of power and the pursuit of wealth." The purpose of this course is to examine those interactions - between power and wealth, the state and the market - from a number of competing perspectives and different levels of analysis. We will focus on the causes and consequences of international trade and monetary relations; the growth of regional integration; the role of hegemony in maintaining the stability of international economic systems; and strategies of economic development and transition. This is a Web course with Web-based instruction and web interaction is required.
This course examines the teachings of the major political thinkers of classical antiquity and of the Christian Middle Ages. Authors and topics to be covered include: Plato, Aristotle, Athenian democracy and its critics, natural law, early Christianity and its break with classical culture, St. Augustine, feudalism and medieval constitutionalism, Aquinas, Dante, and Machiavelli. Readings will be entirely from primary sources. The teaching method will be primarily lectures with occasional discussion periods.

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<th>Course Code</th>
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<td>PS 1601</td>
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<td>21090</td>
<td>PS</td>
<td>PS 2401</td>
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<td>PS 2543</td>
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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.

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<tr>
<th>Course Code</th>
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<td>HSREG</td>
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<td>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 Pastoral), and selected readings from the Dead Sea Scrolls. In addition there will be assignments from various modern New Testament critics, historians, and theologians.</td>
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<td>This course is an introduction to the major themes and the basic narrative of modern Jewish religious, social, and intellectual history, from the 17th century to the middle of the 20th century. We examine the specific challenges posed by the Enlightenment, modern liberalism, nation-state citizenship, modern antisemitism and modern socialism, and the responses offered by Jews in Europe, North America, and the Middle East.</td>
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<td>What was/is a &quot;pagan?&quot; And what does &quot;paganism&quot; have to do with Christianity? This course will introduce students to religious texts and traditions in a formative era of Western civilization and culture. Our focus will be on the variety of religious expression in Greco-Roman culture, which flourished in the geographical area of the Mediterranean basin during the first five centuries of the Common Era. By considering such topics as debates about the nature of the gods and access to them (through oracles, ritual, and magic), the emergence of the idea of the holy person, and a variety of religious traditions as expressed in prayer, ritual, and art, students will encounter a rich religious imagination that is truly different from contemporary understandings of religion and yet strangely familiar. We will also explore the integration of religion and politics in the ancient world.</td>
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<td>12714</td>
<td>SLAVIC 0660 SCI-FI: EAST AND WEST</td>
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<td>01:00 PM to 04:00 PM</td>
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<td>IFNCOM</td>
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<td>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 pos &quot;fantastic&quot; situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., &quot;The Terminator&quot;, &quot;The Fly&quot;), film clips, TV shows, novels (e.g., &quot;Solaris&quot;, &quot;The Futurological Congress&quot;), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates - Saturdays; 9/17, 10/15, 11/19/2011.</td>
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<td>06:00 PM to 08:30 PM</td>
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<td>IFNCOM</td>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Meeting Days</th>
<th>Time</th>
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<tr>
<td>11739</td>
<td>SLAVIC 0660 SCI-FI: EAST AND WEST</td>
<td>MW</td>
<td>03:00 PM to 04:15 PM</td>
<td>WWPH 1700</td>
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<td>IFNCOM</td>
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<td>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 pos &quot;fantastic&quot; situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., &quot;The Terminator&quot;, &quot;The Fly&quot;), film clips, TV shows, novels (e.g., &quot;Solaris&quot;, &quot;The Futurological Congress&quot;), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge.</td>
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<td>21195</td>
<td>SLAVIC 0880 VAMPIRE: BLOOD AND EMPIRE</td>
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<td></td>
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<td>Marquette,Carrie Anne</td>
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40
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. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates - Saturdays; 9/17, 10/15, 11/19/2011.

**11738**
**SLAVIC**
**SLAV 0880**
**VAMPIRE: BLOOD AND EMPIRE**
Meets Reqs: REG
Meets Reqs: TTh
04:00 PM to 05:15 PM
CL000G8
Post, Alton

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.

**12182**
**SLAVIC**
**SLAV 0880**
**VAMPIRE: BLOOD AND EMPIRE**
Meets Reqs: REG
Meets Reqs: M
06:00 PM to 08:30 PM
CL 244A
Marquette, Carrie Anne

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.

**12253**
**SOC**
**SOC 0005**
**SOCIETIES**
Meets Reqs: GLO
Meets Reqs: MW
10:00 AM to 10:50 AM
LAWRN 120
Epitropoulos, Mike F

This course offers an introduction to society and culture in international perspective. We will explore how people organize their social life in different societies, by comparing social behavior and institutions, cultural and political economy in different parts of the world. We will broaden our understanding of people who live in different national, social -cultural environments.

**24041**
**SOC**
**SOC 1319**
**IMMIGRATION IN EUROPE**
Meets Reqs: Sa
09:30 AM to 12:30 PM
CL 218
3 Credits

This advanced undergraduate course will examine responses to immigration in Europe. Since the early 1960s immigration has transformed European countries into multi-racial and multi-ethnic societies, and it has become a central social and political issue. We will use work from the social sciences and humanities to compare reactions to immigration in different countries and to consider cooperative efforts among them. We will examine issues of policy, culture and national identity. Topics will include theories about the causes of immigration into Europe; attempts by states to maintain control of their borders; varying approaches to incorporating immigrants into--or excluding them from--national communities; and the growth of national identity culture and national identity. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates - Saturdays; 9/17, 10/15, 11/19/2011.

**11581**
**THEA**
**THEA 0810**
**INTRODUCTION TO DRAMATIC ART**
Meets Reqs: LIT
Meets Reqs: W
06:00 PM to 08:30 PM
BELLH 314
3 Credits

This course is an introduction to the study of dramatic texts both in their written and live forms. We will engage various approaches to script analysis in our exploration of a selective set of plays from theatre's long and enduring history. We will consider the relationships between different employments of story telling and the historical circumstances that influenced them. Remaining always conscious of dramatic art's home on the stage, we will attend and evaluate live performances. Students will apply concepts learned in class through written and oral individual and group assignments.

**11457**
**THEA**
**THEA 0810**
**INTRODUCTION TO DRAMATIC ART**
Meets Reqs: LIT
Meets Reqs: TTh
01:00 PM to 02:15 PM
BELLH 314
3 Credits

This course is an introduction to the study of dramatic texts both in their written and live forms. We will engage various approaches to script analysis in our exploration of a selective set of plays from theatre's long and enduring history. We will consider the relationships between different employments of story telling and the historical circumstances that influenced them. Remaining always conscious of dramatic art's home on the stage, we will attend and evaluate live performances. Students will apply concepts learned in class through written and oral individual and group assignments.

**10728**
**THEA**
**THEA 0810**
**INTRODUCTION TO DRAMATIC ART**
Meets Reqs: LIT
02:00 PM to 02:50 PM
BELLH 314
3 Credits

This course is an introduction to the study of dramatic texts both in their written and live forms. We will engage various approaches to script analysis in our exploration of a selective set of plays from theatre's long and enduring history. We will consider the relationships between different employments of story telling and the historical circumstances that influenced them. Remaining always conscious of dramatic art's home on the stage, we will attend and evaluate live performances. Students will apply concepts learned in class through written and oral individual and group assignments.
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<tr>
<th>Course Code</th>
<th>Department</th>
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<th>Schedule</th>
<th>Location</th>
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<td>THEA</td>
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<td>TTh 04:00 PM to 05:15 PM</td>
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<td>24568</td>
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<td>INTRODUCTION TO SHAKESPEARE</td>
<td>MWF 12:00 PM to 12:50 PM</td>
<td>BELLH 314</td>
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<td>THEA</td>
<td>ACTG 17TH, 18TH &amp; 19TH CENTURIES</td>
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<td>24572</td>
<td>THEA</td>
<td>WORLD THEATRE: 1640 TO 1890</td>
<td>MWF 10:00 AM to 10:50 AM</td>
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<td>CBA-DEAN</td>
<td>BUSSECN 1508 KEY ISSS INT'L ECON FOR MANAGR</td>
<td>Olson, Josephine E</td>
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<td>Porter, Maureen K</td>
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<td>EDUC 2109 ANTHROPOLOGY OF EDUCATION</td>
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<td>THE EU'S EMERGING GLOBAL AUTHORITY</td>
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- 15163: LAW, 1.5 Credits
- 21381: LAW, 3 Credits
- 15168: LAW, 3 Credits
- 15206: LAW, 2 Credits