The European Union Center of Excellence and the European Studies Center
University Center for International Studies
4200 Wesley W. Posvar Hall

The European Studies Center is pleased to provide you with a copy of our course offerings for spring 2011 (2114). Courses are offered in many departments of the humanities and social sciences and in the professional schools. A large number of these courses can be used to satisfy the requirements for foreign language and general education requirements. 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. (An undergraduate certificate in European Union Studies is also offered; see EUCE/ESC for information.)

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 on 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
### Course Descriptions

#### 19361 ANTH ANTH 1466 TOPICS IN ANTHROPOLOGICAL LING
- **Days & Times:** TTh 2:30 PM to 3:45 PM
- **Location:** CL 144
- **Credit:** 3

**Kaufman, Terrence S**

**Course Description:**

Constructed languages are languages that [1] were made up by somebody (or some set of people), and [2] are not attested as the normal means of communication of an ethnic group or subculture. There are many instances of constructed languages devised for a variety of purposes: [a] for international communication, such as Volapuk, Esperanto, and Interlingua, etc.; [b] for detail in imagined worlds, such as Klingon, Quenya, and Sindarin, etc.; [c] for recovering the unwritten history of known languages, such as proto-Indo-European, proto-Germanic, proto-Celtic, proto-Slavic, proto-Semitic, proto-Bantu, etc.; [d] for modeling an imperfectly documented dead language, as Labarion models Gaulish. We will study the details of some languages of each of the above types. Details regarding languages of all of the above types are plentiful on the web. We will look at the traits of languages that make them hard or easy to learn. We will examine the structural differences between natural languages and constructed languages meant for maximum ease of international communication. This enterprise requires some background in linguistics, which will be acquired during the course of the course. Every student will do a term paper, preferably making up a language, with sound system, grammatical system, vocabulary, and at least one text, though other research topics will be entertained.

#### 25284 ANTH ANTH 1530 ORIGINS OF CITIES
- **Meet Reqs:** HS IFN COM
- **Days & Times:** W 6 PM to 8:30 PM
- **Location:** BCCCTBA
- **Credit:** 3

**Course Description:**

This course examines the origin and characteristics of urban life. After reviewing the nature of cities in the modern world, attention will focus on prehistoric cities in the Old World and New World, and the social, political, ecological and demographic processes that led to their development. The focus of the course is on archaeological cities, but ethnographic and sociological studies of modern urban forms will be extensively used. The purpose of the course is to give students a comparative understanding and appreciation of urban life and its long history.

#### 25326 ANTH ANTH 1776 MYTH, SYMBOL AND RITUAL
- **Meet Reqs:** COM
- **Days & Times:** TTh 9:30 AM to 10:45 AM
- **Location:** VICTO 123
- **Credit:** 3

**Edwards, Steven A**

**Course Description:**

To what extent are football games and shopping trips 'ritual'? Do TV ads ever serve as 'myths' of contemporary American life? This course examines three basic forms of human expression: myths, symbols and rituals. Myths, symbols, and rituals of different cultures will be explored comparatively as to their significance and role and their relationship to each other. Special attention will be given to myths on the origin of the world, humanity, and the gods, and to such rituals as rites of passage, festivals, and pilgrimages. In addition, theories of these expressions will be studied critically: for example, the work of Joseph Campbell, Mircea Eliade, and Claude Levi-Strauss on myth; the thoughts of Suzanne Langer, Paul Ricoeur and Raymond Firth on symbol; and the work of Victor Turner, Ronald Grimes and Catherine Bell on rituals. Observations and reflections on the role of myth, symbol, and ritual (or quasi- and crypto-ritual) in contemporary life and their relation to such forms of human expression as literature, dream, and drama will conclude the course. Prerequisite: A previous course in religious studies or anthropology would be helpful.

#### 19362 ANTH ANTH 2466 TOPICS IN ANTHROPOLOGICAL LING
- **Meet Reqs:** HS IFN COM
- **Days & Times:** TTh 2:30 PM to 3:45 PM
- **Location:** CL 144
- **Credit:** 3

**Kaufman, Terrence S**

**Course Description:**

Constructed languages are languages that [1] were made up by somebody (or some set of people), and [2] are not attested as the normal means of communication of an ethnic group or subculture. There are many instances of constructed languages devised for a variety of purposes: [a] for international communication, such as Volapuk, Esperanto, and Interlingua, etc.; [b] for detail in imagined worlds, such as Klingon, Quenya, and Sindarin, etc.; [c] for recovering the unwritten history of known languages, such as proto-Indo-European, proto-Germanic, proto-Celtic, proto-Slavic, proto-Semitic, proto-Bantu, etc.; [d] for modeling an imperfectly documented dead language, as Labarion models Gaulish. We will study the details of some languages of each of the above types. Details regarding languages of all of the above types are plentiful on the web. We will look at the traits of languages that make them hard or easy to learn. We will examine the structural differences between natural languages and constructed languages meant for maximum ease of international communication. This enterprise requires some background in linguistics, which will be acquired during the course of the course. Every student will do a term paper, preferably making up a language, with sound system, grammatical system, vocabulary, and at least one text, though other research topics will be entertained.

#### 26112 ANTH ANTH 2782 SPECIAL TOPICS IN CULTRL ANTH
- **Days & Times:** T 1 PM to 3:25 PM
- **Location:** WWPH 5203
- **Credit:** 3

**Course Description:**

To what extent are football games and shopping trips 'ritual'? Do TV ads ever serve as 'myths' of contemporary American life? This course examines three basic forms of human expression: myths, symbols and rituals. Myths, symbols, and rituals of different cultures will be explored comparatively as to their significance and role and their relationship to each other. Special attention will be given to myths on the origin of the world, humanity, and the gods, and to such rituals as rites of passage, festivals, and pilgrimages. In addition, theories of these expressions will be studied critically: for example, the work of Joseph Campbell, Mircea Eliade, and Claude Levi-Strauss on myth; the thoughts of Suzanne Langer, Paul Ricoeur and Raymond Firth on symbol; and the work of Victor Turner, Ronald Grimes and Catherine Bell on rituals. Observations and reflections on the role of myth, symbol, and ritual (or quasi- and crypto-ritual) in contemporary life and their relation to such forms of human expression as literature, dream, and drama will conclude the course. Prerequisite: A previous course in religious studies or anthropology would be helpful.
This seminar is aimed at graduate students in anthropology and other disciplines, who wish, first, to become acquainted with the anthropology of Europe in the "area studies" sense, including consideration of the problems of defining 'Europe' and the boundaries thereof. For those wishing to undertake research in Europe, this seminar should serve as an orientation to anthropological work on the region and hence as preparation for the area comprehensive examination in the Department of Anthropology. But the seminar will also consider important developments in anthropological theory that have stemmed from research in Europe over the last fifteen years, and thus serve as a case study in the interplay of theory and ethnographic research in a specific geographic region. The first half of the term will focus on a variety of theoretical writings, with discussion, rather than lecture, the format of the class. The second half will be devoted to student presentations. Students who have already initiated or conducted fieldwork in Europe may wish to discuss their work. Others should be prepared to present an overview of anthropological work on the people(s) or regions that they have selected for study. All students should prepare, for distribution to the seminar, a critical bibliography of the main works on their chosen people(s) or regions. The readings are somewhat skewed to the eastern parts of Europe, for several reasons. First, much of the most important theoretical work on the continent has focussed on places such as Greece, Romania and Hungary. Second, the forty-five year experiment with what was actually existing socialism represents an attempt at a large-scale manifestation of one trend of European thought -- view it as European ideology in action. Finally, the demise of state socialism has brought to the fore issues on the definition of Europe and arguments over the supposed essence of being "European;" the supposed nature of European societies and cultures, and the "naturalness" of social distinctions such as nation and gender. REQUIREMENTS: Each participant in the seminar will be required to make a presentation to the class; and each participant is encouraged to suggest some readings to the class as preparation for her seminar presentation. Each student is required to submit a substantial research paper at the end of the term. The topic of the research paper will be decided in consultation with the instructor. In addition, each student will be required to prepare a bibliography of the anthropological literature on her chosen region/nation/people for distribution to the other members of the seminar.

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<th>Course Code</th>
<th>Program Code</th>
<th>Course Title</th>
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This course is an introduction to and survey of the ways of life, achievements, and thought of the ancient Greeks. We will deal with questions such as: who were the Greeks: what were their achievements in the arts, science, and politics; what were their beliefs; what was daily life like for them; what kind of technology did they possess, and what is the source of the attraction to us? This course is intended to give students a broader understanding and appreciation of the foundations which the Greeks laid for much of what we do, and to enable them to adopt a more worldly, sophisticated view of life and what it has to offer. There will be lectures, and students will be required to make oral presentations. There will be a midterm and a final exam.

Beginning as a small farming settlement situated alongside the Tiber river, Rome rose to become one of the greatest civilizations in human history, which spread its influence over much of the western world. In addition to careful investigation into the social, political, military, and economic organization of Rome as it developed from a monarchy through a republic and into an empire, the class will examine the art, architecture, literature, religion, culture, and daily life of the city across the spectrum of social classes. The class will utilize the large body of surviving Roman literature, including histories, poetry, and personal letters (in translation), as well as visual aids, to create a living picture of whom the Romans were. Class time will be used for lectures as well as discussion.

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.

There are two main objectives in this course: (1) acquisition of the basic facts of Greek and Roman mythology, and (2) a critical treatment of these facts through various techniques of literary analysis. We will cover the names and attributes of the Greek and Roman gods and goddesses, myths about some of the major heroes and heroines of Greek and Roman mythology, and the principal sources for our knowledge of Classical mythology. The texts will be several paperbacks, including both a modern handbook of mythology and translations of works by ancient authors such as Homer, Aeschylus, and Virgil.

There are two main objectives in this course: (1) acquisition of the basic facts of Greek and Roman mythology and (2) a critical treatment of these facts through various techniques of literary analysis. We will cover the names and attributes of the Greek and Roman gods and goddesses, myths about some of the major heroes and heroines of Greek and Roman mythology, and the principal sources for our knowledge of Classical mythology. Particular attention will be devoted to (1) the myth of divine succession, as dealt with by authors such as Hesiod, Aeschylus, and Pindar, (2) the myths associated with Odysseus (Ulysses) and the related themes of a hero's homecoming and his subsequent recognition and acceptance, particularly as dealt with by Homer, and (3) the story of Oedipus and his family, particularly as dealt with by Sophocles. Especially in connection with the second topic ("recognition and acceptance"), the role of females, both the hero's wife and other women and goddesses, on the hero's homecoming will be considered. Throughout the term, the way in which different ancient authors dealt with the same basic myth will be considered, along with some glance at the way more recent literature has dealt with these same myths.
The theater as we know it originated in 5th century Athens in tragic contests that took place annually in the Theater of Dionysus. Aimed at a popular audience, their clarity of exposition and compelling language make them accessible and appealing to present-day readers. This course will introduce you to a representative selection of plays by Aeschylus, Sophocles, and Euripides in translation. Emphasis is on the manner in which the authors treat tensions between inherited aristocratic values and those of the current Athenian democracy. The readings should be of interest to students for the light they shed on the history of theater, mythology, social, and gender issues and the cultural background of modern literature. Necessary background information on Greek history is contained in the study guide, which also provides detailed help on the interpretation of the dramas. You may expect to read about two plays a week. Attendance at workshops, though not compulsory, is strongly recommended. The paper you will write deals with a comedy in which Aeschylus and Euripides do battle for tragic honors. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are: 1/22, 2/19, and 3/19/2011.

This course will treat representative Greek and Roman historians from a historiographical point of view. The historians to be read in English translation will be Herodotus, Thucydides, Sallust and Caesar. Among the issues to be dealt with will be: the nature of historical writing as practiced by the individual historians; their view of what is called 'history'; how that might differ from modern views; the historians' aims in writing their works; their methods of composition; their use of sources. Lectures will be combined with frequent discussions of the issues by members of the class. Grades will be determined by 2 midterrn exams; each about 20% (total about 40%); final exam: about 40%; informed participation in classroom discussions and attendance: about 20%.

Poetic Lessons: An Introduction to Greek and Latin Didactic Poetry. All readings are in translation: Hesiod's Theogony and Works and Days; Vergil's Georgics; Lucretius's De Rerum Natura; and Ovid's Metamorphoses. In this course we will examine the characteristics that define the genre of didactic poetry (poetry that teaches) and the methods by which the poets instruct their audiences in a variety of subjects, from the creation of the universe to the construction of a plow, and persuade them of the vital importance of what they are learning. Three topics of paramount importance: the role of poetic discourse in the organization and exposition of a body of knowledge; the authority of the poet as teacher and guide; and the relationship between poet (teacher) and audience (learner), which involves both in the experience of gaining a better understanding of how the world works and their place in it.

This course will survey the history of ancient Greece from the Minoan civilization in the second millennium BC to the end of the Classical Period in the 4th century BC. We will investigate the major political, intellectual, economic and social factors that contributed to the nature and development of Greek history. We will pay particular attention to the Golden Age of Athens in the 5th century BC and its relations with the Persian Empire, Sparta and the other Greek city-states. Also, we will look at the many political and cultural institutions that combined to make this age unique. Finally, the course will close with the Greek's efforts to cope with the rising power of Macedon.

This course will examine Plato's views on key topics in Ethics, Metaphysics, and the Theory of Knowledge. We shall look into Plato's relation to Socrates and the evolution of his own mature views.

Through early Christian literature (such as non-canonical gospels and the writings of the Church Fathers) and various types of archaeological evidence, this course will examine the many different and often competing forms of Christianity that developed in the first four centuries of the common era. Among the areas of examination will be key theological issues, creedal formulation, Gnosticism, martyrdom, asceticism, Christian relations with pagans and Jews, and the battles over orthodoxy and heresy. We shall also assess the conversion of Constantine and the social and political implications of the Christianization of the Roman Empire.
This course examines the many different and often competing forms of Christianity that existed during the first five centuries of our Common Era. We will include an historical survey of Mediterranean culture and society in the historical Roman Empire to help us understand the ways in which Christianity developed in relation to the philosophical, sociological, theological, and political environment of this period. We will also focus on the contribution of the early varieties of Christianity to modern western views of the relationship between the individual body and society. Specifically, we will begin with an examination of Greco-Roman "religiousness" and attitudes toward the body as part of the natural order comprising one's duty as a "citizen." Such views will then be compared to the emerging Christian view that denied civic duty to an inferior, material world, by emphasizing individual identification with "a commonwealth in heaven."

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<td>22727</td>
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Greek culture was the filter through which the cultural and artistic achievements of the older, urban civilizations of the Near East (Egypt, Mesopotamia, the Levant) were absorbed into the Mediterranean and redefined in terms which we now call 'western'. The course will examine the development of Greek cultural and artistic relationships with the East from the Bronze Age (ca. 3000-1000 B.C.) to the Hellenistic Age (which began with the conquests of Alexander the Great, ca. 330 B.C.), with special emphasis on famous Greek archaeological sites like Mycenae, Delphi, Athens, Olympia and some attention paid to the Greek colonies of Asia Minor (modern Turkey) and Magna Graecia (modern Italy).

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<td>22724</td>
<td>CLASS</td>
<td>ROMAN ARCHITECTURE</td>
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The course will examine the development of Roman architecture from its origins in Etruria and Central Italy to the High Empire (ca. 150 AD). Special attention will be given to 1) the relationship of architectural forms, types and functions to changes in Roman politics and society, 2) the significance of materials and outside influences on the development of local Italian traditions and forms, and 3) the interaction between Roman architectural forms and local traditions in the provinces to create a Roman imperial "koine".

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<td>CLASS</td>
<td>HELLENISTIC PHILOSOPHY</td>
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This course is intended to develop the student's ability to read Greek, along with a treatment of important areas of literary analysis. The text(s) to be covered will probably be verse. Possibilities are some of the Homeric Hymns; the pre-Socratic philosophers Xenophanes, Parmenides, and Empedocles; a play by Sophocles; or a Classicizing Byzantine verse novel by Theodoros Prodromos or Niketas Eugenianos. Students with a preference for some particular author or work should check with the instructor by October 25 so as to make their preferences known.

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Readings are the same as for [Greek Authors 2]. Students will write about 30 pages during the term, developing from a draft to a finished paper.

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<td>24622</td>
<td>CLASS</td>
<td>GREEK SEMINAR: TRAGEDY</td>
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As a seminar, this course will consist of readings and translations of Greek tragedy, discussions, reports on secondary sources, and both an oral and written original report at the end of the term.

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This course is an introduction to reading Latin poetry. Vergil's Aeneid will introduce students to the poetic diction, style, meter and narrative technique of Roman epic, and above all to the amazing story of a band of refugees from Troy who are looking for a new homeland. Students will also read the whole epic in English for classroom discussion.

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This course is intended to introduce students to the lyric poetry of Catullus (c. 84-54 B. C.) and Horace (65-8 B. C.). Although primary emphasis will be placed on an exact syntactical and lexical understanding of the Latin texts and on strengthening the students' grasp of Latin as a language, attention will also be given to such matters as meter, style, diction, imagery, theme, poetic structure, and historical context. In preparing assigned poems for in-class translation, students will be expected to familiarize themselves with the various meters, scan all lines, and read aloud metrically.

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This course adds a writing component to Latin Authors 2. Students will write and revise papers on topics relating to poems by Catullus and/or Horace. To fulfill the W requirements students must produce approximately 24 pages of writing (including revisions).

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This course adds a writing component to Latin Authors 2. Students will write and revise papers on topics relating to poems by Catullus and/or Horace. To fulfill the W requirements students must produce approximately 24 pages of writing (including revisions).
After the assassination of C. J. Caesar the Dictator in March 44 B.C., Cicero briefly fostered hope for the restoration of the traditional Republic, but soon came to see M. Antonius as a new Caesar displaying the same dictatorial ambitions. In fourteen inflammatory speeches (the "Philippics") he relentlessly attacked Antonius. The Second Philippic (a pamphlet never actually delivered before an audience) is the most scathing indictment of Antonius' career (and a defense of Cicero's life). In Dec. 43, Cicero was murdered by Antonius' assassins. If student proficiency allows, the (uncharacteristically long) speech will be read in its entirety in Latin. Evaluations are based on a midterm (ca 40%), final (ca 50%), and a few take-home assignments (10%); in-class participation weighs in and can shift the balance.

24627 CLASSH CLASS 1022 THE AUGUSTAN AGE
Meet Ex Reqs: TTh 11:00:00 AM to 12:15:00 PM CL 253 3 Credits

The course deals with history, culture, and literature of Rome under Octavian Augustus (31BC-AD 14), focusing on the ambivalence of the European heritage as evidenced by its early political and ideological consolidation. After a century of revolutions and dictatorships, Octavian rose to solitary power; while claiming to have restored the 'republic', he did bring peace ( pax Augusta ) to Rome and much of the empire. The course further reviews the emperor's use of propaganda media (coins and sculpture, contemporary literature, a metropolitan and empire-wide building program, religion utilized for political goals, etc.); against this background, the literary self-portrait that Augustus paints in his Achievements is critically analyzed; a road is opened to understanding the political reality of daily life as well as to grasping the intellectual status quo attitude of the period (and of some European sequels). Readings from contemporary literature include the historian Livy and the regime-friendly poets Horace and Vergil (whose Aeneid provides the foundation myth of both the Julian dynasty and the Augustan empire); they are balanced by works of the non-compliant elegist Propertius and the exiled poet Ovid. Evaluations are based on an essay (about 15%), midterm (ca 35%), and final (ca 50%). Strong in-class oral participation weighs in positively and may shift the balance.

11573 COMM COMMRC 1114 FREEDOM OF SPEECH AND PRESS
Meet Ex Reqs: MWF 12:00:00 PM to 12:50:00 PM CL 221 3 Credits

The purpose of this course is to provide students with an understanding and appreciation of the First Amendment to the United States Constitution, and what it really means to have freedom of speech and press. The course will include a discussion of the history and development of free speech both in England and in pre-revolutionary America all the way through the most recent Supreme Court decisions. The main focus of the course will be on the development of what I call "exceptions" to the rule and the competing and constantly changing interpretations of the language of the First Amendment. There will be four non-cumulative exams, a term paper, and an oral presentation. Participation in class discussion is expected, and attendance is required.

11239 COMM COMMRC 1151 BRITISH BROADCASTING TODAY
Meet Ex Reqs: TBA 3 Credits

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 furtures.

13147 ECON ECON 0500 INTRO INTERNATIONAL ECONOMICS
Meet Ex Reqs: TBA 3 Credits

LONDON COURSE - (International Trade ECO 344) The objective of this course is to introduce the student to the theoretical analysis of international trade and commercial policy. 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 autarky; 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. Pre- or Co-requisite(s): Econ 0100 and Econ 0110 or Econ 0120 or Econ 0800. Check with the department on how often this course is offered.

26303 ECON ECON 0500 INTRO INTERNATIONAL ECONOMICS
Meet Ex Reqs: TBA 3 Credits

This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are yet to be determined.

18990 ECON ECON 0500 INTRO INTERNATIONAL ECONOMICS
Meet Ex Reqs: 3 Credits

This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are yet to be determined.

18991 ECON ECON 0500 INTRO INTERNATIONAL ECONOMICS
Meet Ex Reqs: 3 Credits
This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are yet to be determined.

**20649**  
**ECON**  
**ECON 1500**  
**INTERMEDIATE INTERNATIONAL TRADE**  
Meets Reqs: TTh  
2:30:00 PM to 3:45:00 PM  
PUBHL A215  
Cassing, James H  
3 Credits

This course is an intermediate level survey of the theory of international trade and related evidence. Topics include causes and consequences of international trade, trade and income distribution, commercial policy, political economy aspects of trade policy, preferential trading arrangements (NAFTA, European Union, etc.), trade and development, and others. While no one geographic area is singled out, examples will come from most areas of the world economy.

**24733**  
**ECON**  
**ECON 1680**  
**ECON OF EUROPEAN UNION**  
Meets Reqs: TTh  
2:30:00 PM to 3:45:00 PM  
WWPH 4900  
Maloy, James Ronald  
3 Credits

ECON 1680 introduces the student to postwar European economic integration. The course will commence by investigating the history and political structure of the European Union, before progressing into a detailed analysis of economic issues such as product market integration and labor and capital mobility. Key economic policies such as the common agricultural policy, competition policy, cohesion policies and external trade policy will be examined in detail. The course will conclude by examining the foundation of the European monetary system, the development and impact of the common European currency and the role of the European Central Bank. The course is aimed towards students who have a strong foundation in elementary economic theory; students are thus required to have successfully completed introductory microeconomics and macroeconomics before enrolling in this course.

**21847**  
**ENGLISH**  
**ENGCMP 1551**  
**HIST & POLITICS ENGLISH LANG**  
Meets Reqs: W  
6:00:00 PM to 8:00:00 PM  
CL 317  
Satyavolu, Uma Ramana  
3 Credits

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.

**11593**  
**ENGLISH**  
**ENGLFM 0540**  
**WORLD FILM HISTORY**  
Meets Reqs: W  
6:00:00 PM to 9:00:00 PM  
CL 352  
Stevens, Curtis Kyle  
3 Credits

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.

**11015**  
**ENGLISH**  
**ENGLFM 0540**  
**WORLD FILM HISTORY**  
Meets Reqs: T  
1:00:00 PM to 4:50:00 PM  
WWPH 1501  
Best, Mark T  
3 Credits

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.

**11677**  
**ENGLISH**  
**ENGLFM 1470**  
**FILM DIRECTORS**  
Meets Reqs: W  
6:00:00 PM to 9:50:00 PM  
LAWRN 207  
Anderson, Mark L  
3 Credits

Chaplin and Keaton have been routinely celebrated as two of the most creative and influential screen comedians of the silent era, and there is little doubt that Chaplin remains one of the most widely recognizable and influential personalities of the twentieth century. Both were masters of mise-en-scène, rhythmic forms, and comic timing; yet, their approaches and personalities are typically counterpoised, with Chaplin's warmly humanistic tramp often contrasted with Keaton's more stoic rendition of the mechanical engineer adrift in the cosmos. This course seeks to understand the uniqueness of their respective contributions to the cinema by considering their motion pictures - as well as their changing personal, political, economic, and critical fortunes - in relation to significant changes in American society and the world order.

**21917**  
**ENGLISH**  
**ENGLFM 1480**  
**TOPICS IN FILM**  
Meets Reqs: Th  
1:00:00 PM to 4:50:00 PM  
LAWRN 207  
Landy, Marcia  
3 Credits

This course will explore the important role that presentations of space and place play for an understanding of cinematic language and form. We will focus on critical readings that analyze the prominent role of the metropolis in a transnational context and through screening and discussing select films from Hollywood, European, and Asian cinemas. In particular we will focus on cinematic representations of Los Angeles, New York, Rome, London, Tokyo, and Hong Kong to explore how the city connects to the portraits of inhabitants through their everyday or exceptional actions in their moving through the urban landscape.

**18863**  
**ENGLISH**  
**ENGLFM 1610**  
**TOPICS IN GENRE**  
Meets Reqs: T  
1:00:00 PM to 4:50:00 PM  
LAWRN 207  
Landy, Marcia  
3 Credits

Film noir is a popular topic in film and cultural analysis, but what is it, and how have filmmakers and media scholars from the 1930s to the present time appropriated it? Is it a genre or does it refer more properly to a certain style that characterizes a critical vision of the world as communicated through cinema? What changes have taken place over times that have produced differing conceptions and cinematic treatments of the form of noir? The course will trace the development of film noir from its European antecedents to Hollywood and beyond, and we will be reading significant critical texts that grapple with these vital issues. The films we will screen will be selected from Hollywood, French, and Asian cinemas.
In film studies, there is generally a division made between filmmakers on the one hand and critics and theorists on the other: the first group makes the films that the other groups write about. In this seminar, we'll look at filmmakers who were also critics and theorists, who wrote about other films, filmmakers, and, most of all, their own work. This course will examine films of a number of key filmmakers in light of what they said they were trying to make, using dissonance between idea and result to take a fresh look at a number of basic terms and concepts in film studies: montage, perception, narrative, genre, authorship, realism, race, gender, documentary, and so on. The filmmaker/theorists we'll look at include figures like Sergei Eisenstein, Dziga Vertov, Alfred Hitchcock, François Truffaut, Jean-Luc Godard, Douglas Sirk, Rainer Werner Fassbinder, Maya Deren, Stan Brakhage, Hollis Frampton, and Jean Rouch.

Some might say that cinematic surrealism was 'born' when the razor met the eyeball in the infamous opening of Luis Buñuel and Salvador Dalí's Un Chien andalou (1929). But if the disorienting spirit of surrealism appears in formulations such as Lautréamont's 'fortuitous encounter on a dissecting table of a sewing machine and an umbrella,' then isn't there something inherently cinematic about surrealism? And something powerfully surreal about cinema as a medium? In this sense, has cinematic surrealism ever really 'died'? This seminar engages the aesthetic and political debates produced by the conjunction of surrealism and cinema - debates first given shape by such major philosophers as André Breton, Georges Bataille, and Walter Benjamin in the years between the two world wars, but still vital to present-day questions concerning culture and representation, when the legacy of surrealism touches institutions as varied as the modern art museum and YouTube. The seminar will investigate cinematic surrealism from a variety of vantage points, including an historical excavation of canonical surrealist films and writings; an exploration of the surrealistic fascination with cinematic figures and genres ranging from Charlie Chaplin to the horror film; and an experimental survey of 'living' surrealism(s) in films by directors from East and West, from Hollywood and the avant-garde and a variety of points in between. Seminar participants will be expected to pursue advanced independent research in relation to the questions posed by the seminar, and to share their findings in presentations and essays.

This class uses the topic of food as a vehicle to discuss a variety of forms of literature by considering the premise "You are what you eat." We will be considering how food is tied to desire, memory, aesthetics, history, economics, religion, medicine, and geography among other things, in texts written by authors who have made food the central theme in their works. Our reading will be reinforced by an examination of our own food identities and a tasting menu that links critical analysis to the senses. We will practice close reading and scholarly writing in the form of essays that will hone your ability to interpret literary works in an academically sophisticated and productive manner.

What is literature? Is it meant to educate? Inspire? Heal? Entertain? Transcend or confront? Do the meanings found in a literary work come out of the individual reader's knowledge and experience, the author's intentions, or the structure and style of the work? In this course, we will engage such questions while reading a selection of poetry, fiction, and drama. These readings, from various historical periods and socio-cultural contexts, will be the basis for an exploration into the differences-often blurry and changeable-between "literary" and "non-literary" writing. At the same time, as we consider the uses, qualities, and effects of literature, we will examine, apply, and reflect upon a set of strategies for reading challenging creative works. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are: 1/15, 2/12, and 3/19/2011.
What is literature? Is it meant to educate? Inspire? Heal? Entertain? Transcend or confront? Do the meanings found in a literary work come out of the individual reader's knowledge and experience, the author's intentions, or the structure and style of the work? In this course, we will engage such questions while reading a selection of poetry, fiction, and drama. These readings, from various historical periods and socio-cultural contexts, will be the basis for an exploration into the differences—often blurry and changeable—between "literary" and "non-literary" writing. At the same time, as we consider the uses, qualities, and effects of literature, we will examine, apply, and reflect upon a set of strategies for reading challenging creative works.

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<tr>
<th>Course Code</th>
<th>Department</th>
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<tr>
<td>11346</td>
<td>ENGLISH</td>
<td>ENGLIT 0315</td>
<td>MWF 3:00:00 PM to 3:50:00 PM</td>
<td>Schwartz, Lisa I</td>
</tr>
<tr>
<td>11798</td>
<td>ENGLISH</td>
<td>ENGLIT 0315</td>
<td>MWF 1:00:00 PM to 1:50:00 PM</td>
<td>Brevig, Hillary Elizabeth</td>
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<td>11837</td>
<td>ENGLISH</td>
<td>ENGLIT 0315</td>
<td>MWF 4:30:00 PM to 5:45:00 PM</td>
<td>Sprong, Heather Lynn</td>
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<tr>
<td>11990</td>
<td>ENGLISH</td>
<td>ENGLIT 0325</td>
<td>TTh 9:30:00 AM to 10:45:00 AM</td>
<td>Elliott, Carolyn Grace</td>
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<tr>
<td>12037</td>
<td>ENGLISH</td>
<td>ENGLIT 0325</td>
<td>TTh 6:00:00 PM to 8:30:00 PM</td>
<td>Williams, Lois Mary</td>
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<tr>
<td>11835</td>
<td>ENGLISH</td>
<td>ENGLIT 0325</td>
<td>TTh 6:00:00 PM to 8:30:00 PM</td>
<td>Smith, Ellen M</td>
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<td>10690</td>
<td>ENGLISH</td>
<td>ENGLIT 0325</td>
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<td>ENGLIT 0325</td>
<td>MWF 3:00:00 PM to 3:50:00 PM</td>
<td>Schwartz, Lisa I</td>
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This course offers an opportunity to read, discuss, and write about a wide variety of short stories and their social and historical contexts, beginning with an examination of what contexts we now bring to our readings of short stories: What do we expect a short story to be and to mean? And what historical and cultural influences have shaped our ways of thinking, reading, and writing about short stories?

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<th>Course Code</th>
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<tr>
<td>11475</td>
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<td>Johns, John Adam</td>
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<td>6:00:00 PM to 8:30:00 PM</td>
<td>CL 121</td>
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<td>10603</td>
<td>ENGLISH</td>
<td>ENGLIT 0500 INTRO TO CRITICAL READING</td>
<td>Kameen, Paul J</td>
<td>TTh</td>
<td>11:00:00 AM to 12:15:00 PM</td>
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<td>ENGLIT 0500 INTRO TO CRITICAL READING</td>
<td>Bove, Carol Mastrangelo</td>
<td>TTh</td>
<td>1:00:00 PM to 2:15:00 PM</td>
<td>CL 244B</td>
<td>3 Credits</td>
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<td>Bove, Carol Mastrangelo</td>
<td>TTh</td>
<td>2:30:00 PM to 3:45:00 PM</td>
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<td>12595</td>
<td>ENGLISH</td>
<td>ENGLIT 0500 INTRO TO CRITICAL READING</td>
<td>Satyavolu, Uma Ramana</td>
<td>TTh</td>
<td>9:30:00 AM to 10:45:00 AM</td>
<td>CL 135</td>
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<td>24440</td>
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<td>ENGLIT 0500 INTRO TO CRITICAL READING</td>
<td>Bialostosky, Don Howard</td>
<td>MW</td>
<td>3:00:00 PM to 4:15:00 PM</td>
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<td>10838</td>
<td>ENGLISH</td>
<td>ENGLIT 0500 INTRO TO CRITICAL READING</td>
<td>Kubis, Daniel John</td>
<td>MWF</td>
<td>11:00:00 AM to 11:50:00 AM</td>
<td>CL 317</td>
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<td>11351</td>
<td>ENGLISH</td>
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<td>Salzer, Kenneth J.</td>
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<td>11840</td>
<td>ENGLISH</td>
<td>ENGLIT 0505 LECTURES IN LITERATURE</td>
<td>Waldron, Jennifer Elizabeth</td>
<td>M</td>
<td>3:00:00 PM to 4:15:00 PM</td>
<td>CL 332</td>
<td>3 Credits</td>
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</table>
This course explores a wide range of literature in English under a common theme. The theme for 2010-2011 will be "Adaptations": how do more recent stories, films, poems, and plays adapt classics such as Shakespearean drama, fairy tales, or gothic novels? Weekly lectures will offer a critical introduction to problems of adaptation in various historical periods. Several guest lecturers from the English Department will provide alternative perspectives on literary history and will address questions about how literary and cultural values translate (or are lost in translation) as a story is adapted to a different time period, genre, or artistic medium. In recitation seminars, students will have the opportunity to discuss the course reading in detail and to explore in small groups the issues and arguments raised in the lectures.

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<td>13132</td>
<td>ENGLISH</td>
<td>HISTORICAL BACKGRNDS OF ENGLIT</td>
<td>12:00:00 AM to 12:00:00 AM</td>
<td>TBA</td>
<td>Whitehead, Jeffrey Robert</td>
<td>3 Credits</td>
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<td>11102</td>
<td>ENGLISH</td>
<td>CHILDREN AND CULTURE</td>
<td>11:00:00 AM to 12:50:00 PM</td>
<td>CL 332</td>
<td>Gubar, Marah Jean</td>
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<td>ENGLISH</td>
<td>CHILDHOOD'S BOOKS</td>
<td>6:00:00 PM to 8:30:00 PM</td>
<td>CL 244A</td>
<td>Campbell, Lori M.</td>
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<td>11480</td>
<td>ENGLISH</td>
<td>CHILDHOOD'S BOOKS</td>
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<td>CL 139</td>
<td>Pendlebury, Kathleen Sarah</td>
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<td>INTRODUCTION TO SHAKESPEARE</td>
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<td>11481</td>
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<td>INTRODUCTION TO SHAKESPEARE</td>
<td>3:00:00 PM to 4:15:00 PM</td>
<td>CL 208A</td>
<td>Edelman, Barbara Jane</td>
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<td>11394</td>
<td>ENGLISH</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>4:30:00 PM to 5:45:00 PM</td>
<td>CL 221</td>
<td>Wright, Jarrell D</td>
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<td>19247</td>
<td>ENGLISH</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>12:00:00 PM to 12:50:00 PM</td>
<td>LAWRN 104</td>
<td>Bright, Curtis C</td>
<td>3 Credits</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.

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.

This course examines how issues of gender and the position of women in society inflect the reading and writing of imaginative texts, shaping how they are interpreted and valued. We will consider how women writers must negotiate and transform cultural ways of reading and writing, how they write and are read in relation to their male contemporaries and predecessors, and how they engage the literary traditions they inherit. Readings will include a range of literary and cultural texts as well as essays in feminist theory.

This course focuses on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be broadly historical, from Sherlock Holmes, through Agatha Christie and the American 'hard-boiled' school, to books by contemporary writers who push the genre in new directions. Questions guiding our inquiry into this (sub)genre of fiction will include: Who is the detective? Why does s/he appear as a literary figure in the modern period? What is the appeal of crime fiction? What 'cultural work' does it perform?

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This course will focus on the development of the modern detective novel, primarily British and American, from the late 19th century into the 21st. Detective and crime fiction is one of the most popular forms of narrative, appealing to writers and readers with widely diverse interests and ideologies. It can offer intense action, intellectual challenge, knowledge of criminal underworlds, political and social critique, and exploration of the psyche. Our approach will be broadly historical, from Sherlock Holmes, through Agatha Christie and the American 'hard-boiled' school, to books by contemporary writers who push the genre in new directions. Questions guiding our inquiry into this (sub)genre of fiction will include: Who is the detective? Why does s/he appear as a literary figure in the modern period? What is the appeal of crime fiction? What 'cultural work' does it perform?

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<td>12260</td>
<td>ENGLISH</td>
<td>THE GOTHIC IMAGINATION</td>
<td>TTh</td>
<td>2:30:00 PM to 3:45:00 PM</td>
<td>CL 252</td>
<td>Kemp, Mark A R</td>
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<td>11846</td>
<td>ENGLISH</td>
<td>THE GOTHIC IMAGINATION</td>
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<td>6:00:00 PM to 8:30:00 PM</td>
<td>CL 144</td>
<td>Azzam, Julie Hakim</td>
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<td>ENGLISH</td>
<td>TRAGEDY</td>
<td>W</td>
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<td>CL G13</td>
<td>Walton, David A</td>
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<td>24600</td>
<td>ENGLISH</td>
<td>COMEDY</td>
<td>T</td>
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<td>CL 208A</td>
<td>Wollenberg, Daniel C</td>
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<td>24443</td>
<td>ENGLISH</td>
<td>MEDIEVAL IMAGINATION</td>
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<td>CL 139</td>
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<td>26147</td>
<td>ENGLISH</td>
<td>CHAUCER</td>
<td>M</td>
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<td>CL 139</td>
<td>Wilson, Emma R.</td>
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<td>ENGLISH</td>
<td>RENAISSANCE IN ENGLAND</td>
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<td>CL 337</td>
<td>Aziz, Jeffrey</td>
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<td>24601</td>
<td>ENGLISH</td>
<td>WOMEN IN SHAKESPEARE</td>
<td>T</td>
<td>6:00:00 PM to 8:30:00 PM</td>
<td>CL 221</td>
<td>Flannery, Kathryn T</td>
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Since 9/11, tragic visions of human experience have taken on fresh interest and urgency. Tragic works have usually appeared in times when a culture's assumptions about human beings and our relation to each other and to the world have been subjected to profound questioning - times of intense and productive ideological conflict. This course explores some of the ways in which human experience has been seen and felt as "tragic" in ancient Greece, in Renaissance England, and in nineteenth and twentieth century Europe, America, and Africa. Some of the works we'll consider (which include novels as well as plays) will be grouped on the basis of shared central concerns. Sophocles' Antigone, for instance, will be paired with Melville's Billy Budd because each presents a collision between values embodied in an isolated individual and others asserted by authorities claiming to represent the interests of the group. Sophocles' Oedipus Tyrannus, Conrad's Heart of Darkness and Achebe's Arrow of God all deal with the nature and limits of novels as well as plays.}

We will explore the representations of women in selected plays by Shakespeare in relation to cultural ideas about gender and sexuality. How do the plays dramatize or question beliefs about what is proper, natural, womanly, or manly? We will also discuss such topics as cross-gender disguise and the intersections of gender with race and class. We will consider Shakespeare's plays together with controversial works by other Renaissance writers, as well as exploring ideas of gender in both the Renaissance and modernity.
What is 'modern' about the early modern period in England? And as importantly, what separates us from this period? What is markedly removed in time and space? Depending on who is counting, the 'Early Modern' period in England stretches three to four centuries from roughly the late 15th century to somewhere in the 19th century. Certainly a daunting task to imagine one course that would attempt so much! For sanity's sake, we'll focus on the seventeenth century, from the first of the Stuart monarchs in 1603, through the civil wars and the beheading of the king, on to the so-called Glorious Revolution and the reign of the last Stuart monarch at the turn of the 18th century. Such a turbulent century produced a remarkable literature: we will read across genres—poetry, prose, and plays—not only to trace changes in aesthetic form but also to see how such forms contributed to and reflected cultural change as well as relative cultural stability. How does Ben Jonson's play Volpone, for example, prepare us to be readers of Restoration comedy? How do poets such as Margaret Cavendish, Aphra Behn, and Anne Finch mark a shift not only in who is writing but how? What can we see to be the relationship between the proliferation of autobiographical modes and the emergence of fiction in the work of Aphra Behn and Daniel Defoe?

Course Requirements: class participation; 2 exams; several short writing assignments; 1 longer research paper.
This seminar will examine the interaction across the long eighteenth century between emerging literary practices and new or newly consolidated literacy materials—dictionaries, vernacular grammars, elocutionary treatises and readers, theories of language, and notions of belle lettres. We will focus, in part, on the ways in which vernacular writers were taken up in these literacy materials as examples of usage, sometimes incorrect and sometimes authoritative, as illustrations of tropes and figures and emotional states, as commonplaces or cultural topos, and as an emerging literary tradition or canon. But we will also attend to the ways newly standardized or methodized linguistic usages came into literary works, both as forms of appropriate usage and as the unmarked horizon of expectation against which regional or class dialects gained new prominence, and audiences defined partly by literacy skills, especially children, made possible new literary forms and practices. Much of the course reading will be British texts, mainly written from 1700 to 1830, but we will trace as well how these materials migrated to the American colonies and were re-appropriated in the early years of the United States.

24450 ENGLISH ENGLIT 2230 ANGLO-AMERICAN CULTURAL EXCHNG
M 2:00:00 PM to 4:50:00 PM CL 362
Gubar, Marah Jean
3 Credits

Many studies of nineteenth-century theatricality begin with Jane Austen's Mansfield Park (1814) and keep the focus squarely on Victorian novels that thematize performance: Jane Eyre (1847), Vanity Fair (1847–8), Daniel Deronda (1876), and so on. In this course, we will take a more capacious approach to this topic, not only by considering American texts alongside British ones, but also by studying actual dramas and children's literature alongside novels. Authors we will likely read include Austen, Harriet Mozley, Harriet Beecher Stowe, Louisa May Alcott, Oscar Wilde, J. M. Barrie, and Frances Hodgson Burnett. Supplemental critical readings on theatricality, performance studies, and theatre history will also be discussed.

24454 ENGLISH ENGLIT 2591 BRITISH CULTURAL STUDIES
T 6:00:00 PM to 8:00:00 PM CL 512
Feuer, Jane
3 Credits

This seminar will explore the work of British Cultural Studies as one of the dominant players in contemporary cultural theory. The course will center on the work of the Birmingham Centre for Contemporary Cultural Studies especially under the direction of Stuart Hall (1970s and 1980s). We will also explore British influences on this school (Raymond Williams and Richard Hoggart) as well as continental ones (Altthusser, De Certeau, Gramsci). We will look at three main themes of the research put out by the center: textual studies of the mass media, ethnographic explorations of everyday life especially those of subcultures, and study of political ideologies such as Thatcherism. We will go on to study the diffusion of British Cultural Studies especially as it influenced the study of popular media in the U.S.

24456 ENGLISH ENGLIT 2650 LIT, LANDSCAPE, ARCHITECTURE
W 2:00:00 PM to 4:50:00 PM CL 362
Twyning, John A
3 Credits

This course will enquire into the way in which "Englishness," as an historical national characteristic, is fashioned and refashioned in the interrelationship of literature, landscape, and architecture. We will examine Englishness as a set of racial and cultural constructions. Recognizing that these constructions seem so easy to deconstruct, not least because of the alacrity by which its myths of origin are confounded, we will consider the peculiar historical and cultural phenomena through which "Englishness" continually reasserts itself as a remarkably durable and flexible identity. One of the forms that we will examine for its specific historical and affective uses in the shaping of Englishness is the Gothic; from its architectural and cultural and stylistic development in the Middle Ages to the various uses to which it is later put. We will look closely at how the Gothic came to be refashioned and reformed in the eighteenth, nineteenth, and early twentieth centuries. This architectural, spatial, and literary archeology will provide the opportunity to consider questions of national formation and to engage various literary and cultural histories, fashioning along the way a more complex historiographical and critical perspective. Our texts will be historically and generically eclectic (Shakespeare's plays, the eighteenth century garden and poem, nineteenth century novel and painting) to give us an opportunity to look at several important moments in the history and design of "Englishness."

11646 ENGLISHH ENGLIT 0325 SHORT STORY IN CONTEXT
Meets Reqs: LIT W
MWF 1:00:00 PM to 1:50:00 PM CL 341
Erbe, Arthur
3 Credits

UNIVERSITY HONORS COLLEGE SECTION - This course offers an opportunity to read, discuss, and write about a wide variety of short stories and their social and historical contexts, beginning with an examination of what contexts we now bring to our readings of short stories: What do we expect a short story to be and to mean? And what historical and cultural influences have shaped our ways of thinking, reading, and writing about short stories?

19245 ENGLISHH ENGLIT 0331 GREAT BOOKS: MDRN HUM (PART 2)
Meets Reqs: LIT COM
T 5:30:00 PM to 8:00:00 PM CL 3504
Bove, Paul A
3 Credits

General content, purposes and methods: The course centers on historical texts in the world literature, from Homer, to the Koran, to Emerson and Woolf. This course is meant for all students who have an intellectual interest in the complex resources of some of our shared traditions as well as a healthy curiosity about the history of our present. In other words, this seminar is intended to make available a demanding, but still selective encounter with works of high aesthetic, intellectual, and indeed even political importance. We will conduct this course as a seminar using the Socratic Method. Each class, one or two students will give an introduction to that day's reading in order to enable conversation and debate. We will not rely on secondary materials, except in so far as they are essential to placing our authors and texts in their contexts. In order to enrich this course as much as possible, we will arrange related events outside of class time. These events might include showing films, arranging for expert visitors from our campus and other universities, and holding reading or discussion groups in the honors college facilities.

24441 ENGLISHH ENGLIT 0590 FORMATIVE MASTERPIECES
Meets Reqs: LIT W
T 6:00:00 PM to 8:30:00 PM CL 236
West, Michael D
3 Credits

This course will acquaint students with a number of literary classics from classical antiquity to the European Renaissance that had a "formative" influence on our cultural traditions. Course content varies according to instructor.

10668 FR-ITAL FR 0008 INTENSIVE FRENCH FOR READING 2
Meets Reqs: L MW 6:00:00 PM to 7:40:00 PM CL 227
Romanowski, Amy Elizabeth
4 Credits
This beginning course is designed to teach students the basic vocabulary 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.

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<th>CRN</th>
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<tr>
<td>11641</td>
<td>FR-ITAL</td>
<td>FR 0020</td>
<td>FRANCE IN THE 21ST CENTURY</td>
<td>Morand</td>
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<td>REG</td>
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<td>Metivier,Charles-Louis</td>
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<td></td>
<td>TTh</td>
<td>11:00:00 AM to 12:15:00 PM</td>
<td>CL 363</td>
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<td>CL 139</td>
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This course is designed to lead students to a better understanding of France today. We pay particular attention to different forms of identity in France: national, religious, regional, ethnic. Wherever feasible, class discussion will center on primary documents (newspapers, magazines, films, cartoons, public opinion polls, etc.). The format is a combination of lectures and discussions. French is the language of instruction and of students' written work.

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<tr>
<td>18837</td>
<td>FR-ITAL</td>
<td>FR 0021</td>
<td>APPRCHES TO FRENCH LITERATURE</td>
<td>Swettlen, Justin Matthew</td>
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<td></td>
<td>MWF</td>
<td>10:00:00 AM to 10:50:00 AM</td>
<td>CL 244B</td>
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The purpose of this course is to illustrate ways of looking at literary texts. We shall examine poems, prose works and plays from France and the francophone world, trying to answer some of the following questions: What are the characteristics of these different genres? What is specifically literary in the text? How can reading such a text make us more able to understand today's world? Considering these questions should make students more familiar with French-language literary production and also help them understand the literary phenomenon in general. This course is writing intensive.

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<td>24869</td>
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<td>Swettlen, Justin Matthew</td>
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<td>CL 213</td>
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<tbody>
<tr>
<td>11316</td>
<td>FR-ITAL</td>
<td>FR 0055</td>
<td>FRENCH CONVERSATION</td>
<td>Moriarty, Kathleen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TTh</td>
<td>9:30:00 AM to 10:45:00 AM</td>
<td>Elizabeth</td>
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</table>

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.

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<tr>
<td>10541</td>
<td>FR-ITAL</td>
<td>FR 0055</td>
<td>FRENCH CONVERSATION</td>
<td>Pettersen, David A</td>
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<td></td>
<td></td>
<td>TTh</td>
<td>1:00:00 PM to 2:15:00 PM</td>
<td>CL 253</td>
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</table>

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<tbody>
<tr>
<td>19932</td>
<td>FR-ITAL</td>
<td>FR 0056</td>
<td>WRITTEN FRENCH 1</td>
<td>Doshi, Neil Arunkumar</td>
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<td>TTh</td>
<td>4:00:00 PM to 5:15:00 PM</td>
<td>CL 139</td>
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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.

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<tr>
<td>10543</td>
<td>FR-ITAL</td>
<td>FR 0058</td>
<td>ADVANCED FRENCH CONVERSATION</td>
<td>Laayouni, Yahya</td>
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<td>MW</td>
<td>1:00:00 PM to 1:50:00 PM</td>
<td>CL 358</td>
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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.

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<tr>
<td>24871</td>
<td>FR-ITAL</td>
<td>FR 1032</td>
<td>ADV GRAMMAR AND STYLISTICS</td>
<td>Wells, Brett David</td>
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<td>MWF</td>
<td>11:00:00 AM to 11:50:00 AM</td>
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Dans ce cours, il s'agit d'initier l'apprenant du français langue à l'étude du français dans le sens bilingue du terme. Nous nous concentrerons donc sur le style tel que le système linguistique nous l'impose, et non sur les styles littéraires d'auteurs particuliers. Nos recherches porteront deux niveaux d'analyse interdictionnels l'un de l'autre : un niveau formel (morphologie et syntaxe) et un niveau sociolinguistique (interface des formes et servitudes culturelles). (EN FRANÇAIS)

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<tr>
<td>26095</td>
<td>FR-ITAL</td>
<td>FR 1059</td>
<td>20THC FR CIVILZTN: SPEC TOPIC</td>
<td>Doshi, Neil Arunkumar</td>
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<td>W TTh</td>
<td>2:30:00 PM to 3:45:00 PM</td>
<td>CL 219</td>
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Why do we travel? Is it to escape a place/time? What is the attraction of the foreign, and how can we adequately represent cultural difference? Do representations of cultural Others say more about the producer than they do the subject(s) that is/are represented? This course aims to address such questions through study of French travel narratives (fiction and non-fiction), music (opera and jazz), and artwork (painting). Focusing on the 'long' French 19th century, a turbulent era marked by French colonial expansion abroad and an ongoing revolution at home, we'll ask ourselves both what uses the foreign is put to and what gets construed as being different, other, and À©trange(r). Our own voyage in the class will stop, among other places, in a smoky and dusty Parisian antique shop (stories by ThÃ©ophile Gautier), Andalusia (a story by RÃ©my de Chateaubriand), a Montparnasse jazz hall (text/video on Josephine Baker), and colonial India (LÃ©o Delibes' opera, LakmÃ©). Class requirements include a short presentation, frequent writing assignments, and a final paper. This course will be taught entirely in French and satisfies the A&S writing requirement.

18839 FR-ITAL FR 1088 MWF SPECIAL TOPICS 10:00:00 AM to 10:50:00 AM CL 306 Campbell,Cary Keith 3 Credits

There has been a marked shift in the literary production of Black African authors writing in French in the last sixty years from a predominance of poetry to the novel. Intended as an introductory survey, this course will thus examine book-length narratives ranging geographically from across the former French colonies of Africa south of the Sahara and ranging chronologically from the early 1950s to the contemporary period. The novels and their study aim to engage concepts of culture and identity in their literary manifestations including: race, ethnicity, gender, language, tradition, religion, colonialism and neo-colonialism, immigration, ideology, class, and nationality. What is the valence of the use of this 'Western' genre of narrative in the vehicle of the colonizer's tongue? What self-perceptions are evident, and in what ways do these forms of expression shape, limit, or complicate such perceptions? Students more purely concentrated on French literature from France will find these authors' play on French models and themes enriching, will find awareness of this corpus of novels to be an important complement to the diversity of their studies, and will expand their cultural horizons to be more inclusive of the 'Francophone' world. Students of African literature will find the heart of their exploration of the ever solidifying canon in this course as well.

19432 FR-ITAL FR 1902 AM DIRECTED STUDY 12:00:00 AM to 12:00:00 AM TBA Fudeman,Kirsten Anne 1 - 3 Credits

26090 FR-ITAL FR 2106 W SEMINAR: CHRISTINE DE PIZAN CL 1325 Kosinski,Renate Elisabeth 3 Credits

Christine de Pizan (c. 1364-c.1430) produced a vast array of literary and political works. Her poetic works range from love poems to long texts on history and politics, enlivened by allegorical frameworks. She was in the forefront of the development of political allegory, works which combined, for example, allegorical journeys with sound advice to princes and kings. She also wrote overtly political treatises, such as The Book of the Body Politic or The Book of Peace. Her proto-feminist Book of the City of Ladies has become a classic of women's literature and feminist criticism. Anchored in the multiple political crises of her time (The Hundred Years War, the Great Schism of the Western Church, and French civil war), her oeuvre culminates in the Poem on Joan of Arc of 1429. This course will explore the different facets of her work with an emphasis on her political writings. Readings will be available in Middle French, modern French, and English. The course will be taught in French.

26094 FR-ITAL FR 2600 T 20THC LITERATURE: GENERL TOPIC CL 218 Mecchia,Giuseppina 3 Credits

This class will explore the political writings of the most influential political philosophers active in France from the 1970s onwards: Gilles Deleuze, FÃ©lix Guattari, Jacques RanciÃ¨re, Etienne Balibar and Alain Badiou. We will loosely group them in three categories: the althusserian diaspora (Balibar and RanciÃ¨re), formal and phenomenological Marxism (Badiou), and anthro-politics (Guattari and Deleuze). The heritage of Althusser and Lacan will also be addressed, and a few pointed and specific readings by these two essential and controversial 'masters' will be included in our list. We will frame the class around several historical events, which contributed to shaping the thought of the thinkers in question: the political events of the late 60s and early 70s, the demise of the Soviet Union and of the European Communist parties in the late 1980s, the economic and social transformations associated with 'cognitive capitalism' and the overt reprise of American bellicist politics in the wake of 9/11. Other social and cultural events will enter our horizon: issues of migration and globalization, the progressive mutations of the Nation-State, the cultural politics of capitalism. The reception and understanding of these thinkers in the Anglo-Saxon academic world, and the use that has been or can be made of their thought will also be a matter of reflection and discussion. Our contention is that these five thinkers have been, and for the ones who are still alive, still are able to be both 'absolute contemporaries' - giving us the tools to think contemporary political dilemmas - and bearers of philosophical concepts and 'truths' that can guide us in thinking politics in many different historical contexts. In this respect, we deem them to have truly answered philosophy's call, a difficult feat in the contemporary cultural arena. The class will be taught in English. French majors or other interested students can do the readings and write their papers in French.

18840 FR-ITAL FR 2605 M SEMINAR: 20TH CENTURY TOPIC CL 1325 Pettersen,David A 3 Credits
The Interwar period in France witnessed rapid and wide-ranging changes to technology and mass culture that called into question the necessity or relevance of literature. At the same time, repeated international crises culminating in the Second World War forced literature to confront history and the present moment with urgency. Literary historiography usually describes this confluence of circumstances as a break or rupture. Various forms of realism resurface to interrupt the moment of high modernism and anchor literary politics in a world that might have no further need of literature. Following the apogee of socialist realism and the brief reign of Sartre's committed literature following the war, literary theorists in the 1960s and 1970s critiqued the notion that literature might entertain some stable or unproblematic relationship with a separate reality outside the text. Modernism picks up where it left off, or post-modernism takes over, depending on one's point of view. Critics view realism as passé, bourgeois, reactionary, complicit with dominant ideologies, and a relic of the 19th century, leaving its brief return to the literary scene an uncomfortable aberration best ignored. The dismissal of realism, however, overlooks the complicated ways in which 20th century forms of realism emerge in order to renegotiate the relationship between literature, mass forms of culture, and an expanding readership. To ask about the politics of realism in the 20th century is not just to interrogate the politics of one movement or mode of literature, but to investigate the politics of the literary enterprise itself. In this seminar, we will investigate the relationships between realism and its various others (modernism, the avant-garde, post-modernism) in order to complicate the rigid periodization and conceptual frameworks that often separate them. We will juxtapose the canonical discourses on 20th century realism and its major critiques with a series of more and less realistic novels as a means of coming to terms with the politics of realism in France. Readings may include works by Breton, CÃ©line, De Beauvoir, Drieu La Rochelle, Gide, Malraux, PÃ©rec, Sartre, and Weiss and essays by Adorno, Auerbach, Barthes, Benjamin, Brecht, Kristeva, Lukács, Lyotard, Ranciâ’re, and Riviâ’re. The course will be taught in French.

### Course Information

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<tr>
<th>CRN</th>
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<th>Instructor</th>
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<tr>
<td>24291</td>
<td>INDEPENDENT STUDY</td>
<td>Reeser, Todd W</td>
<td>1 - 12</td>
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<tr>
<td>24878</td>
<td>INTERMEDIATE ITALIAN 1</td>
<td>Leavitt, Wayne Clinger</td>
<td>3</td>
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<td>24879</td>
<td>INTERMEDIATE ITALIAN 2</td>
<td>Insana, Lina N</td>
<td>3</td>
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<tr>
<td>24880</td>
<td>LITERARY ITALIAN 2</td>
<td>Denman, Lorraine Renea</td>
<td>3</td>
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<tr>
<td>10025</td>
<td>ITALIAN CULTURAL HERITAGE 2</td>
<td>Savoia, Francesca</td>
<td>3</td>
</tr>
<tr>
<td>24881</td>
<td>LITERATURE INTO FILM</td>
<td>Insana, Lina N</td>
<td>3</td>
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A description is not available at this time.
This course will explore the phenomenon of film adaptation from literary texts in Italian culture. We will begin with an introduction to the theoretical underpinnings of film adaptation (Why are literary texts adapted to the screen? Is the historical moment of the adaptation important? Is one version of the story given greater cultural importance than the other? What is the relationship between literary culture and cinematic culture and their respective publics? Does Italian society have assumptions about which version is 'better'? Are these assumptions similar to American assumptions?). The course will then treat in detail three Italian literary classics (all novels) that have been adapted to the screen by prominent Italian directors to create three of the masterpieces of 20th century Italian film. Text-film pairs to be examined are: Cristo si è fermato a Eboli (C.Levi 1945/Rosi 1979), Il conformista (Moravia 1951/Bertolucci 1970), and Giardino dei Finzi-Contini (Bassani 1962/de Sica 1971). This course is conducted entirely in Italian. Students will keep a reading/viewing diary during the course of the semester and be expected to actively participate in in-class discussions. In addition, the final grade will also be based on an in-class midterm and an 8-10 page final paper in Italian on a topic developed in consultation with the instructor.

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<tr>
<th>Course Code</th>
<th>Department</th>
<th>Course Title</th>
<th>Meeting Times</th>
<th>Credits</th>
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<tr>
<td>24882</td>
<td>FR-ITAL</td>
<td>DANTE, PETRARCH, AND BOCCACCIO</td>
<td>TTh 11:00:00 AM to 12:15:00 PM</td>
<td>3 Credits</td>
</tr>
<tr>
<td>19325</td>
<td>FR-ITAL</td>
<td>SPECIAL TOPICS</td>
<td>TTh 9:30:00 AM to 10:45:00 AM</td>
<td>3 Credits</td>
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<tr>
<td>10026</td>
<td>FR-ITAL</td>
<td>DIRECTED STUDY</td>
<td>12:00:00 AM to 12:00:00 AM</td>
<td>1 - 4 Credits</td>
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<td>24883</td>
<td>FR-ITAL</td>
<td>GOLDONI</td>
<td>Th 2:30:00 PM to 4:55:00 PM</td>
<td>3 Credits</td>
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<tr>
<td>24884</td>
<td>FR-ITAL</td>
<td>HISTORY OF ITALIAN LANGUAGE</td>
<td>T 2:30:00 PM to 4:55:00 PM</td>
<td>3 Credits</td>
</tr>
<tr>
<td>18662</td>
<td>GERMANIC</td>
<td>WRITING IN GERMAN</td>
<td>MWF 10:00:00 AM to 10:50:00 AM</td>
<td>3 Credits</td>
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A description is not available at this time.

A description is not available at this time.
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.

11200  GERMANIC  GER 1004  PROF GERMAN 2: BUSINESS GERMAN  3 Credits
TTh 4:00:00 PM to 5:15:00 PM  CL 227  Waeltermann, Dieter J
This is an advanced language course that aims to familiarize students with specialized vocabulary and practices of German-speaking countries in professional areas especially in international business. The course will focus on oral and aural proficiency, appropriate written discourse, and reading. Students will have the opportunity to take an in-depth look at the high-tech infrastructure of a Bundesland (Wirtschaftsland Bayern) and examine its various technology and business aspects pertaining to national and international business (EU and non-EU) as well as examine the role of renewable and alternative energies in Germany's business and industry, and the role of environment-friendly engineering. The course integrates the economic geography and business cultures of Germany, Austria, and Switzerland as well as the European Union with language instruction. Required books for 1004: Gudrun Clay. Geschäftssprache: An introduction to Business German. 2nd edition. Tatsachen über Deutschland. 2007 edition. (supplied by instructor)

24476  GERMANIC  GER 1051  INTRO TO LITERARY ANALYSIS  3 Credits
Meets Reqs: LIT TTh 9:30:00 AM to 10:45:00 AM  IS 411  Post, Klaus D
This course is intended to provide German Majors and students beyond German 0004 with a first-level literature/culture seminar. Participants may simultaneously be registered for German 1000 ("Reading Literary Texts"). During the course of the semester we will read a wide range of texts from the 18th-20th centuries in each of the literary genres (poetry, prose narrative, and drama). In addition to identifying and analyzing generic features, students will learn the terms used to discuss and interpret literary texts. They will also become familiar with selected interpretative approaches to these works. All of the primary texts will be read and discussed in German, but there will also be some reading assignments in the secondary literature and theory that are in English. The course will prepare students for the advanced-level literature/culture seminars that are required for the major.

18661  GERMANIC  GER 1053  MAJOR CULTURAL PERIODS 2  3 Credits
Meets Reqs: LIT TTh 2:30:00 PM to 3:45:00 PM  CL 206  Harris-Schenz, Beverly A
This survey course is intended as a continuation of German 1052 and has been designed to introduce students to major developments, figures, and authentic texts in the cultural history of the German-speaking countries from the Storm and Stress period (1785) through the end of the Weimar Republic (1933). Considering interdisciplinary primary texts from literature, history, music, psychology, and art, we will discuss topics such as the generational conflicts of the sons against the fathers as expressed in Storm and Stress, the Classical and Romantic Periods, the events surrounding the failed revolution of 1848, Naturalism, Poetic Realism, the aftermath of the Industrial Revolution, the birth of the German national state under Bismarck, Art Deco and Turn-of-the-Century Vienna, the First World War and the end of the Austro-Hungarian and German Empires, the beginnings of Freud's work with dreams, Expressionist Art, as well as the rise and fall of democracy in the Weimar Republic. The methods of this course are those of literary and close textual analysis, including an examination of narrative voice, use of language (tone, style, metaphor, symbols, allusion), description/presentation of setting, representation of characters, references to historical events and cultural symbols depicted in the texts, as well as the investigation of the specific genre characteristics unique to each text. Each new historical period and cultural topic will be introduced by brief lectures to provide an appropriate context for the specific discussion of selected texts. Class sessions will consist of mini-lectures, small-and-large group discussions, small-group problem-solving activities, viewing of film excerpts, and student presentations. This course will be conducted in German and students will have intensive opportunity to practice their speaking, listening, reading, and writing skills. All assignments must be completed in German. Therefore, in order to fulfill their course obligations successfully, students should have completed at least one course at the 1000-level (i.e., German 1052, German 1000). However, students without these courses are admissible with permission of the instructor. Although intended as a sequel to German 1052, students may register for this course without having completed that course. This course is offered at least once a year, generally in the Spring Term.

10002  GERMANIC  GER 1102  ADVANCED GERMAN 2: STRUCTURES  3 Credits
MWF 11:00:00 AM to 11:50:00 AM  CL 244A  Post, Klaus D
Intended to review and solidify the student's mastery of German grammar and syntax, this course is for serious students who wish to use German as a professional tool or to enroll at a German university. Students are expected to read a variety of expository texts with a particular emphasis on selections from contemporary media, prepare short 1-2 page responses to selected readings, participate actively in class discussions of assigned reading and grammatical topics, as well as small-group revision activities, carefully review grammatical explanations and complete related exercises, and research, write, and revise an 8-page final project on a topic of interest related to German culture. Prerequisite(s): German 1000 or 1001 (preferably both if you are a major or are obtaining a certificate "German for Liberal Arts"); German 1003 (and preferably German 1004, if you are obtaining a certificate "German for Professional Purposes") or an equivalent command of written and spoken German

12298  GERMANIC  GER 1103  ADVANCED GERMAN 2: RECITATION  1 Credit
TBA
This course provides additional language practice and practical instruction about the German university system and everyday life in Germany. It is designed specifically for those students preparing to matriculate in Augsburg, Germany during the summer term.

24477  GERMANIC  GER 1230  CHILDREN'S LITERATURE IN GERMAN  3 Credits
Meets Reqs: LIT TTh 1:00:00 PM to 2:15:00 PM  CL 206  Harris-Schenz, Beverly A
Although the first literature for children appeared in the Middle Ages as a means of instruction (e.g., Latin textbooks), it was only in the 19th century that children's literature began to focus on fantasy and realism, as well as fun and adventure. Many of these books are still popular today among young readers: characters such as Little Red Riding Hood, Max and Moritz, and Struwwelpeter are well known around the world. However, this course will provide an overview of the most recent examples of contemporary Children's Literature; all of the texts have been written since 1990. In all of these texts, authors are committed to writing literature that introduces children to real-life issues, helps them to meet challenges, and successfully negotiate/resolve the problems they present. We will investigate these texts both as literature and as a means to examine contemporary German-speaking society. The issues presented include: death and dying, bullying in the schools, ostracism of children who are different, historical events (the Fall of the Wall, persecution of the Jews in World War II), as well as divorce and its effects on children/families. Since the course is a seminar and taught entirely in German, students will have ample opportunity to strengthen their linguistic and critical thinking skills, through reading, discussion, writing and presentation. Each student will be obliged to complete a significant term project devoted to the reading and presentation of a new text (related to personal interests) or the writing/presentation of a new Children's book.

The objectives of this course are: 1) to review basic and advanced grammatical structures as necessary for reading scholarly texts; 2) to teach/practice reading strategies (i.e., skimming, scanning, intensive, and extensive reading, as well as 'contextualized guessing'); 3) to help participants learn to use a dictionary effectively; 4) to provide practice in reading German texts in a variety of academic disciplines. German 0021 or its equivalent is highly recommended. Students with previous German courses are encouraged to contact the department about the appropriateness of this course.

The Grimm Brothers' Children's and Household Tales, first published in 1812, was destined to become the most widely read, the most influential, and the most frequently imitated book ever published in the German language. One explanation for this collection's unparalleled popularity is the universality of its raw material. Indeed, as the Grimms, who themselves were dedicated scholars of language, culture, and antiquity, in time would realize, these stories were created by people throughout the world and came together to form one book. The Grimms, who themselves were dedicated scholars of language, culture, and antiquity, in time would discover, not only had these stories come to their corner of Europe from India, the Middle East, and other distant locations, but many of them had been in oral circulation since the beginnings of recorded history. This course is a study of folktales of the Indo-European language and cultural area, a sweep of geography that extends from India to Iceland, and beyond. These tales are, quite literally, voices from the past and from afar. In this course we will examine individual stories both as aesthetic expressions in their own right and also as reflections of social and psychological values from different cultures and periods. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are: 1/22, 2/19, and 3/19/2011.

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 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.

German contributions to world literature. Thomas Mann's The Magic Mountain and its contexts. We will read this monumental novel by one of the twentieth century's greatest writers in conjunction with some of his shorter works, Death in Venice for instance, and selections from his political essays and cultural criticism, notably his Reflections of a Nonpolitical Man. We will also consider a number of philosophical and theoretical texts that shaped Mann's thinking as he was working on the novel such as Nietzsche's The Birth of Tragedy, the sociological writings of Max Weber, and Freudian psycho-analysis. Topics to be examined include the question of time and temporality; the role of new media; the contemporary discourses on disease and illness; the novel's depiction of death and gender; and the work's generic affiliations (nineteenth-century realism, the fairy tale, the tradition of the Bildungsroman). Readings and discussion in English.

A course for students who wish to work on individually designed projects under the supervision of a faculty member.
This course will analyze the transformation of aesthetics within the German intellectual tradition from the early 18th to the early 20th Century and will focus particularly on the relationship between aesthetics, philosophy, and community. Readings may include texts by Baumgarten, Lessing, Kant, Schiller, Schlegel, Hegel, Schopenhauer, and Nietzsche, as well as some contemporary theoretical reactions to these authors. The course will be taught in English, but readings will be in German.

Course Description: The goal of this course is to explore how popular culture and avant-garde art exist in a state of tension, each requiring and transforming the other. To that end the course will focus on various moments in German cultural history, starting with the emergence of DADA during WWI and its relationship to the rise of mass and revolutionary culture. In the course of the semester we will inspect aspects of Nazi Culture, the post-war rise of Freizeitkultur, the punk and super 8 movement of the 70s/80s, onto contemporary popular protest culture. Film will play a central role in the cultural production explored. A working knowledge of German will be necessary to engage with the materials.
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<td>11206</td>
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<td>HAA 0030 INTRODUCTION TO MODERN ART</td>
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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.

19259  
HA-A  
HAA 0030  
INTRODUCTION TO MODERN ART  
D'Anniballe Williams,Maria  
Meets Reqs:  
W  
6:00:00 PM to 8:30:00 PM  
FKART 203  
3 Credits

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

25331  
HA-A  
HAA 0030  
INTRODUCTION TO MODERN ART  
Ellenbogen,Joshua Martin  
Meets Reqs:  
W  
7:00:00 PM to 9:30:00 PM  
MTLBNNTBA  
3 Credits

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

22200  
HA-A  
HAA 0030  
INTRODUCTION TO MODERN ART  
D'Anniballe  
Meets Reqs:  
MK  
11:00:00 AM to 11:50:00 AM  
FKART 125  
3 Credits

This course aims to supply students with a broad introduction to one of the most exciting periods in the history of artistic production. Focusing on Europe and the United States from approximately 1840-1960, this course will familiarize students with the primary formal developments, movements, and aesthetic debates and theories that make up the historical entity we call modernism. Arguably no other period offers an equivalent display of disruption, innovation, and exploration in the visual arts, and this course charts the contours of these artistic practices and the forces that guided their development. Enrollment in a recitation section is required of all students, since recitations will provide an opportunity for more in-depth consideration of issues raised in lecture.

25042  
HA-A  
HAA 0033  
INTRO MODERN ART/Writing Prac  
W  
12:00:00 PM to 12:50:00 PM  
FKART 204  
1 Credits

This 1 credit writing practicum can be taken by students who are enrolled concurrently in HAA 0030/CN 22200 Introduction to Modern 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 issues 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.

25043  
HA-A  
HAA 0033  
INTRO MODERN ART/Writing Prac  
M  
12:00:00 PM to 12:50:00 PM  
FKART 204  
1 Credits

This 1 credit writing practicum can be taken by students who are enrolled concurrently in HAA 0030/CN 22200 Introduction to Modern 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 issues 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.

12233  
HA-A  
HAA 0040  
INTRO TO WESTERN ARCHITECTURE  
D'Anniballe Williams,Maria  
Meets Reqs:  
T  
6:00:00 PM to 8:30:00 PM  
FKART 204  
3 Credits

This course introduces students to the art of architecture in the Western world from antiquity to the present. The content is presented chronologically, as a history of building types and period styles, and culturally, examining the contextual issues that shape each period's distinctive architecture. Students who take this course will learn to analyze what they see in the built environment and be equipped to pursue more specialized studies in the history of architecture.

20610  
HA-A  
HAA 0101  
FOUNDATIONS OF ART HISTORY  
D'Anniballe Williams,Maria  
Meets Reqs:  
TTh  
4:00:00 PM to 5:15:00 PM  
FKART 203  
3 Credits
This course examines the development of experimental cinema beginning in Europe in the 1920s with Dada and Surrealist films by Marcel Duchamp, Luis Bunuel and others, and continuing in the U.S. and elsewhere after World War II. The films, many of which are non-narrative and some of which are "abstract," will be examined for the ways in which cinema is used for the filmmaker's personal expression. Based on these readings, we will re-examine the role of Leonardo in the history of art and popular culture today. Due to his myriad activities in engineering, anatomy, music, geometry, botany, aerodynamics, etc., students will be encouraged to explore Leonardo's contributions in art in combination with trans-disciplinary approaches.

This introductory course is intended to provide a thorough familiarity with the history of photographic media from their development in the 19th century to the present day, and to link that history to major trends in the history of modern art, such as Realism, Impressionism, Cubism, Surrealism, Abstract art, etc. The course construes "photographic media" in the broadest sense, so it also treats the history of cinema. It aims to acquaint students not only with the main uses of photographic media over the course of their history, but some of the main theories that have been put forward during that span for understanding photographs and films.

Study of the twenty-seven Nationality Rooms housed at the University of Pittsburgh (constructed between 1937 and the present) in the Cathedral of Learning will be the focus of this course. Each Room offers a unique opportunity to think about how the host committee wanted to memorialized themselves; about why and what interior space and objects each group chose to represent themselves; and about what the sources of those choices were. We will discuss topics such as: Immigration to Pittsburgh; the construction of the Cathedral of Learning; the creation of the Nationality Rooms by the University of Pittsburgh; the selection of 'nationalities' to be included; the formation and make-up of nationality committees that guide the process of building a room. We will read about Pittsburgh, and consider models of identity construction and memorialization, including issues of nationhood, gender, ethnicity and culture. All students will choose a specific room for research, write a paper and give oral presentations that discuss issues of identity formation. Archival research on committee deliberations and interviews with the Head of the Nationality Rooms and committee members will be possible. This course is offered every Fall and Spring Term, but with a different topic.
This seminar for undergraduate majors in art history will explore the history of Expressionism throughout the 20th century. Expressionism is commonly understood as Germany's first homegrown contribution to the international avant-garde. 'Primitivism' works by Ernst Ludwig Kirchner, Wassily Kandinsky, and Paula Modersohn-Becker among others are typically identified with this artistic movement as it emerged in Germany before the First World War. Our course will analyze this first flowering of Expressionism. It will also trace Expressionism's post-World War I afterlife in Germany, Italy, China, and elsewhere, and will address Expressionism's eventual vilification under the Nazi regime (1933-1945). We will continue our exploration of Expressionism through the post-World War II period and examine the reasons behind its reemergence in Germany and elsewhere during the Cold War, most famously in the guise of the international Neo-Expressionist movement of the 1980s. Readings for the course will emphasize the changing historiography on and methodological approaches to Expressionism that have characterized writing on this artistic movement throughout its history and up to the present day. You will therefore have an opportunity to develop an awareness of different interpretive approaches in art history and an understanding of the history of the discipline. Final projects will consist of a research paper on some aspect of 20th Century Expressionism and a formal presentation of your research to the class at the end of the term. This course is offered every Fall and Spring term, but with a different topic.

Meets Reqs: TTh
REG W

Meets Reqs: T
MA EX REG

Meets Reqs: TTh

Meets Reqs: TTh
EX

Meets Reqs: T

Meets Reqs: T

Meets Reqs: T

Meets Reqs: F

Meets Reqs: TTh
AM

Armstrong, Christopher
Drew

Weis, H Anne

Weis, H Anne

Funkenstein, Susan Share

Sheon, Aaron

Armstrong, Christopher Drew

11022  HA-A  HAA 1040  HISTORY OF ARCHITECTURE THEORY  3 Credits
FKART 202

22725  HA-A  HAA 1110  GREEK ART  3 Credits
FKART 203

22722  HA-A  HAA 1160  ROMAN ARCHITECTURE  3 Credits
FKART 203

25657  HA-A  HAA 1300  SPECIAL TOPICS-RENAISSANCE  3 Credits
BENDM G27

25062  HA-A  HAA 1400  SPECIAL TOPICS-MODERN  3 Credits
FKART 202

25474  HA-A  HAA 1404  MODERN SCULPTURE  3 Credits
FKART 203

25060  HA-A  HAA 1407  ARCHITECTURE IN 18TH CENTURY  3 Credits
FKART 203

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This course will examine architecture, city planning, interior design, and gardening in eighteenth-century Europe as the product of social, industrial, administrative, and intellectual transformations that began to radically challenge traditional spatial configurations and conventional approaches to building. In cosmopolitan centers like London and Paris, an unprecedented explosion of print media, rapid rises in literacy, and the development of a public sphere outside official power structures opened debate in the arts to previously marginal figures. A range of new voices thus emerged that impacted policy decisions in the urban realm and proffered advice and guidance in thinking about aesthetics and artistic production. The rise of science held out the possibility that cities and institutions could be reshaped to improve human welfare through better hygiene and the expansion of commerce. Influential new classes defined by wealth or specialized knowledge generated the creation of building types for a range of new activities. Elite domestic space in particular reflects a wholesale transformation of social priorities motivated by the novel concept of privacy. Narrowly defined Renaissance discourses on the arts founded exclusively on the model of ancient Rome collapsed under an avalanche of data gathered in remote sites around the Mediterranean and through contact with more far-flung civilizations around the world. New intellectual paradigms reconfigured the relationship between individual and nature, between modern present and historical past. Consequently, the purpose of architecture mutated in the course of the eighteenth century as a bewildering range of new possibilities for shaping building and reshaping social relations were explored. Well before political Revolution rocked European governments and toppled traditional hierarchies, the built environment served as a laboratory for experimentation and as a forum for reimagining society.

**22726**  
**HA-A**  
**GREEK ART**  
**T**  
**6:00:00 PM to 8:30:00 PM**  
**FKART 203**  
**Weis, H Anne**  
**3 Credits**

Greek culture was the filter through which the cultural and artistic achievements of the older, urban civilizations of the Near East (Egypt, Mesopotamia, the Levant) were absorbed into the Mediterranean and redefined in terms in which we now call 'western'. The course will examine the development of Greek cultural and artistic relationships with the East from the Bronze Age (ca. 3000-1000 B.C.) to the Hellenistic Age (which began with the conquests of Alexander the Great, ca. 330 B.C.), with special emphasis on famous Greek archaeological sites like Mycenae, Delphi, Athens, Olympia and some attention paid to the Greek colonies of Asia Minor (modern Turkey) and Magna Graecia (modern Italy).

**22723**  
**HA-A**  
**ROMAN ARCHITECTURE**  
**MW**  
**3:00:00 PM to 4:15:00 PM**  
**FKART 203**  
**Weis, H Anne**  
**3 Credits**

The course will examine the development of Roman architecture from its origins in Etruria and Central Italy to the High Empire (ca. 150 AD). Special attention will be given to 1) the relationship of architectural forms, types and functions to changes in Roman politics and society, 2) the significance of materials and outside influences on the development of local Italian traditions and forms, and 3) the interaction between Roman architectural forms and local traditions in the provinces to create a Roman imperial "koine".

**25044**  
**HA-A**  
**SPECIAL TOPICS-MODERN ART**  
**Th**  
**2:30:00 PM to 5:20:00 PM**  
**FKART 104**  
**3 Credits**

At a time when fin-de-siècle Symbolists created images of mystical feminine evil and Pre-Raphaelites made romanticized paintings of women's madness and death, photographers were attempting to reveal the world of spirits, ghosts, and fairies and to document and authenticate the work of mediums. This course will investigate this confluence of representations of the paranormal in European and American art and photography during the late nineteenth and early twentieth centuries. In exploring representations of the supernatural, we will examine such art movements as Impressionism, Post-Impressionism, Symbolism, and Art Nouveau to seek an understanding of how avant-garde artists utilized painting and sculpture to imagine the otherworldly made visible or to see the known world dissolving into sublime abstraction. The concurrent use of photography in scientific, psychological, and supernatural experiments shows how, for researchers of the occult, the medium of photography served to extend sight by documenting the presence of another world that seemed to be all around yet just out of view. The late nineteenth century was also a time when new forms of scientific and psychological inquiry had a deep impact on theories of masculinity and femininity and the manner in which gendered ideals and fears were imaged. By focusing on these significant strains of representation, this class will give students a grounding in several essential art movements and a new perspective on the role of the visual in science and culture.

**25063**  
**HA-A**  
**SPECIAL TOPICS-MODERN ART**  
**TTh**  
**1:00:00 PM to 2:15:00 PM**  
**FKART 202**  
**Funkenstein, Susan**  
**3 Credits**

This course explores the Bauhaus, the innovative school of art and design in Germany, which was open from 1919 to 1933. Highly idealistic, the Bauhaus was founded by director Walter Gropius as a modern expressionist version of a medieval guild, only to transform in 1923 along the lines of its new slogan, "Art and Technology, a New Unity." This course balances these utopian aims of the Bauhaus with its real-life political and economic struggles; the challenges for women at the institution; the experience of students at the school; the business practices of Bauhaus design; and the works created by Bauhaus people in architecture, photography, theater, painting, weaving, and design. We will also discuss the impact of the Bauhaus after World War II in architecture and graphic design.

**22195**  
**HA-A**  
**SPECIAL TOPICS-CONTEMPORARY**  
**W**  
**2:30:00 PM to 5:20:00 PM**  
**FKART 104**  
**Smith, Terence E**  
**3 Credits**

If we understand 'contemporary' as pointing to a multiplicity of ways of being in time--in particular, to awareness of what is it to be in the present whilst being alert to the 'presence' of other kinds of time, including timelessness--it is obvious that this is not just a current but also a modern and indeed an ancient concept, one that has been deployed in a variety of ways within and between cultures and over time. Nevertheless, the contemporary pervasiveness of idea of the contemporary' in public speech, political discourse, cultural analysis, critical theory and in arts practice seems to have some distinctive qualities that go beyond sheer quantitative predominance. What are these qualities? How do influential thinkers in a variety of disciplines identify them? How might they be contrasted with the ways in which contemporaneity has been thought in earlier periods? The seminar will read a range of recent and current texts on these topics (including those of Agamben, Nancy, RanciÄ"re, Zizek, Grosz, Rabinow, Grosz among others) as well as examine as variety of works of art that deal with them. 'Art' is understood to mean all forms of visual culture, including architecture, design, film, new media, the Internet, etc. Students will be expected to write critical exegeses of key texts, undertake exercises in charting temporalities, and to write an essay on a key issue within these debates.
This course will examine, plan, interior design, and gardening in eighteenth-century Europe as the product of social, industrial, administrative, and intellectual transformations that began to radically challenge traditional spatial configurations and conventional approaches to building. In cosmopolitan centers like London and Paris, an unprecedented explosion of print media, rapid rises in literacy, and the development of a public sphere outside official power structures opened debate in the arts to previously marginal figures. A range of new voices thus emerged that impacted policy decisions in the urban realm and proffered advice and guidance in thinking about aesthetics and artistic production. The rise of science held out the possibility that cities and institutions could be reshaped to improve human welfare through better hygiene and the expansion of commerce. Influential new classes defined by wealth or specialized knowledge generated the creation of building types for a range of new activities. Elite domestic space in particular reflects a wholesale transformation of social priorities motivated by the novel concept of privacy. Narrowly defined Renaissance discourses on the arts founded exclusively on the model of ancient Rome collapsed under an avalanche of data gathered in remote sites around the Mediterranean and through contact with more far-flung civilizations around the world. New intellectual paradigms reconfigured the relationship between individual and nature, between modern present and historical past. Consequently, the purpose of architecture mutated in the course of the eighteenth century as a bewildering range of new possibilities for shaping building and reshaping social relations were explored. Well before political Revolution rocked European governments and toppled traditional hierarchies, the built environment served as a laboratory for experimentation and as a forum for reimagining society.

A survey of the main themes within modern and contemporary art in all the major visual arts centers of the world from the years immediately following World War II up to the present, along with an examination of the most influential art critical, theoretical and historical descriptions, theories and accounts of these developments. Topics will include the impact of World War II on art styles and subjects, the decline of Paris and the rise of New York as leading art-producing and marketing centers, the predominance of figurative art in Soviet bloc countries, the emergence of abstraction in Western societies, the transformation of art procedures since the late 1950s signaled by the plethora of ‘isms’ in late modern art, the politicization of art during the 1970s, the uneven developments in art after 1989, and the subsequent emergence of contemporary art practices throughout the world. Students will examine relevant works in the Carnegie Museum of Art, the Mattress Factory and the Warhol Museum, critically read the key interpretations of this art, explore the work of certain artists in depth, and consider the different accounts of the overall development of modern and contemporary art that are being debated today.

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.

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.

A continuation of the development of conversational as well as reading and writing skills. There will be an emphasis on vocabulary expansion, correction of problematic structures and an introduction to some texts of Brazilian literature. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course.

This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions.
An intermediate to advanced course in grammar and composition for those who have completed Portuguese 0004 or the equivalent. A book of Brazilian newspaper and magazine articles on a wide variety of topics will serve as a textbook. This will be supplemented by additional articles taken from the Internet. Problematic grammatical structures will be reviewed in greater detail, and students will be required to write compositions involving the topics of the newspaper, magazine, and Internet articles and the grammatical structures emphasized in the course. Students will also be required to make one oral presentation during the course. There will be periodic tests and a final examination.

**13154 HISPANIC PORT 1001 ELEMENTARY PORTUGUESE 1**

- **MTWThF 12:00:00 PM to 12:50:00 PM**
- **CL 227**
- **3 Credits**

Abreu, Maria Elizabeth

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.

**11687 HISPANIC PORT 1002 ELEMENTARY PORTUGUESE 2**

- **MTWThF 11:00:00 AM to 11:50:00 AM**
- **CL 318**
- **5 Credits**

Chamberlain, Bobby J

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.

**25217 HISPANIC PORT 1003 INTERMEDIATE PORTUGUESE 3**

- **MWF 1:00:00 PM to 1:50:00 PM**
- **CL 244A**
- **3 Credits**

Carvalho, Ana Paula Raulino De

A continuation of the development of conversational as well as reading and writing skills. There will be an emphasis on vocabulary expansion, correction of problematic structures and an introduction to some texts of Brazilian literature. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course.

**11041 HISPANIC PORT 1004 INTERMEDIATE PORTUGUESE 4**

- **MWF 2:00:00 PM to 2:50:00 PM**
- **CL 249**
- **3 Credits**

Abreu, Maria Elizabeth

This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions.

**23885 HISPANIC SPAN 0020 CONVERSATION**

- **MWF 12:00:00 AM to 12:00:00 AM**
- **TBA**
- **3 Credits**

Whitehead, Jeffrey Robert

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.

**12627 HISPANIC SPAN 0020 CONVERSATION**

- **TTh 1:00:00 PM to 1:50:00 PM**
- **CL 216**
- **3 Credits**

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.
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<thead>
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<th>Course Code</th>
<th>Course Name</th>
<th>Time</th>
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<tr>
<td>21574</td>
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<td>CL 319</td>
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<td>10255</td>
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<td>CL 352</td>
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<td>23886</td>
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<td>GRAMMAR AND COMPOSITION</td>
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<td>22572</td>
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<td>18830</td>
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<td>11548</td>
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<td>23915</td>
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<td>12204</td>
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<td>12205</td>
<td>HISPANIC SPAN 0055</td>
<td>INTRO HISPANIC LITERATURE 1 6:00:00 PM to 8:30:00 PM</td>
<td>CL G18</td>
<td>3 Credits</td>
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</table>
The course is designed to introduce students to the study of Hispanic literature, while at the same time dealing with concepts which can be applied to all literature. In discussing the nature of literature as a category of writing, the course will focus on exploring various approaches to the study of literature. While some of the readings will be in English, all course production (lectures, discussion, assignments) will be in Spanish. 0055 counts as a departmental W course for the writing requirement.

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<th>Course ID</th>
<th>Department</th>
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<tr>
<td>22569</td>
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<td>Intro Hispanic Literature 1</td>
<td>TTh 11:00 AM to 12:15 PM</td>
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<td>23802</td>
<td>Hispanic</td>
<td>Spanish Phonetics &amp; Phonemics</td>
<td>WRF 4:30 PM to 5:45 PM</td>
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<td>23891</td>
<td>Hispanic</td>
<td>Advanced Composition and Stylistics</td>
<td>AM 12:00 PM to 1:00 PM</td>
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<tr>
<td>18833</td>
<td>Hispanic</td>
<td>Survey of Spanish Literature</td>
<td>MWF 9:00 AM to 10:00 AM</td>
<td>3</td>
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<td>25168</td>
<td>Hispanic</td>
<td>Format of National Literature</td>
<td>Th 3:00 PM to 4:00 PM</td>
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<tr>
<td>25171</td>
<td>Hispanic</td>
<td>Baroque Topics</td>
<td>W 3:00 PM to 5:00 PM</td>
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<tr>
<td>25166</td>
<td>Hispanic</td>
<td>Don Quijote and the Novel</td>
<td>TTh 1:00 PM to 2:15 PM</td>
<td>3</td>
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<tr>
<td>12050</td>
<td>History</td>
<td>Magic, Medicine and Science</td>
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This course is a partial survey of some important strands in the Western intellectual history. We will start with ancient Greek speculations in cosmology, philosophy, and medicine. Then we will look at some important subsequent developments in these areas and how they were influenced by the Greek tradition. These include, among other topics, the magical tradition that flourished during the Renaissance period. The latter half of the course will focus on the profound intellectual transformations in the 17th century which constitute what we often call The Scientific Revolution. The great scientific achievements of figures such as Descartes, Kepler, Galileo, and Newton will be discussed in detail. Overall, this course is meant to provide a broad picture of some of the most important elements in the Western intellectual tradition and their interactions in history.

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

A history of the west from the Industrial Revolution to the late twentieth century, the period when Europe and its overseas extensions dominated world history.

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

This course will be geared toward the development of critical thinking skills and the construction of arguments in writing and discussing History. It will center on the question of European Empire in the nineteenth and twentieth centuries, with an emphasis on the British Empire. The class will have common primary and secondary source readings for the purpose of class debate and discussion. Based on these common sources, students will write several short papers. As the main project of the term, students will develop their own unique, comparative analyses of some aspect of the imperialism of the nineteenth and twentieth centuries. They will share these projects with each other, both through on-going discussions of the process of writing and in formal presentations of their projects in the last two weeks of the class.
This course deals with long-lasting stereotypes attached to Italian society and culture between 1700 and today. Its primary goals are to familiarize you with the geography, history, and important themes of Italian history; to teach critical reading of contemporary sources about Italy; and to foster skills in analysing stereotypes of every kind. Topics covered include the political fragmentation of Italy between the fall of Roman empire and the state-building process of late XIX century, the origin and power of medieval stereotypes, the Renaissance world, and new visions of Italy in the eighteenth and nineteenth centuries. The running themes are 1) The interaction of foreign and domestic visions about Italian society and 2) the slow and unpredictable accumulation of "facts" and theories that constituted the material and cultural bases for stereotypes still largely accepted today.

26317  HIST  HIST 1005  SPECIAL TOPICS  11:00:00 AM to 12:15:00 PM  BENDM  G27  3 Credits

22254  HIST  HIST 1019  CITIES HISTORICAL PERSPECTIVE  2:30:00 PM to 3:45:00 PM  LAWRN 205  Chase,William  3 Credits

This course seeks to provide students with the opportunity to pursue and ponder some of the substance behind the increasingly common rhetoric of globalization, global history, world history, international history, and the like. What do those terms mean? How can students find a foundation upon which to build a confident understanding of these concepts? This course uses cities to explore the common and dissimilar features of human history over millennia, from ancient cultures to today. Cities consist of only five types of spaces—sacred, sovereign, commercial (or economic), residential, and public—that correspond to basic social and human needs. What changes over time, between cultures, and from city to city within a culture is the relative value assigned to each space. The course uses these five spaces to have students appreciate how cities are assembled to reflect the relative historical and cultural importance of each. Examining how different cultures in different times design and use such spaces provides students with the conceptual and analytical skills necessary to establishing a basis for appreciating global history. This course also explores the importance of culture (broadly defined) in a historical context as a factor that gives distinctive shapes to common urban spaces. The design and structure of cities changes over time and those changes reflect changing political, cultural, social, and economic values. We will examine one way of appreciating the importance of culture by looking at cases of colonial and cultural conquest. Finally, this course explores the impact of economic and technological changes on urban design and urban life, with a particular focus on the impact of industrialization. This impact has also been global and, in fact, has had the single most powerful impact in the increasing homogenization of urban life. Prerequisites: Although there are no formal prerequisites for this course, students are encouraged to have taken one or more courses on the history of Europe, Russia/Soviet Union, Latin America, or Asia, or a course in international urbanism. Given that the course moves routinely across time and space, having some foundation for understanding historical change or aspects of urban development is helpful.

25439  HIST  HIST 1046  NATIONALISM  2:30:00 PM to 3:45:00 PM  EBERL 228  Klimo,Arpad Stephan  3 Credits

Nationalism is one of the major topics analysed by political scientists, historians, literature studies, anthropologists and others in the last 30 years. This course tries to find a way through the masses of theories and explanations of nationalism by focusing on nationalist movements in the nineteenth and twentieth century, mostly in Europe and the Americas. While nationalism is an all-embracing cognitive and emotional set of values with an extremely strong impact on modern societies, nationalist movements are political groups much easier to distinguish.

22522  HIST  HIST 1111  MEDIEVAL HISTORY 2  7:00:00 PM to 9:30:00 PM  MTLBNTBA 3 Credits

This is a survey course in the social, political, economic, and religious history of Europe from the year 1000 to the Black Death. Special attention will be given to interpreting the primary documents and to integrating various areas of activity (e.g., economic and religious). The focus will be on France, England, Germany, and Italy.

25464  HIST  HIST 1111  MEDIEVAL HISTORY 2  11:00:00 AM to 12:15:00 PM  BELLH 314  Bohna,Monte L  3 Credits

This course is about the later Middle Ages in western Europe. It will focus on the interconnected political histories of England and France from the Norman Conquest of England in 1066 to the invasion of Italy by Charles VIII of France in 1494. Its principal theme is the origin of the modern western state in France and England in the five centuries after the year 1000 and the relationship of these emerging institutions of government to law-making, war-making and their own societies. Starting with the Norman Conquest, the course will trace the long rivalry between the rulers of England and France culminating in the Hundred Years War. It will also consider the expansion of English and French royal power within their kingdoms and against their neighbors. It will conclude by considering why, in the last hundred and fifty years of the period, both English and French monarchies suffered serious crises in the form of popular rebellions, such as the Jacquerie or Cade's Revolt, and aristocratic resistance such as the War of the League of Public Good and the Wars of the Roses.

25368  HIST  HIST 1115  THE WEST AND THE WORLD  6:00:00 PM to 8:30:00 PM  OEH 316  Parker,Kathleen Ruth  3 Credits

This course will begin by examining what it has meant to live in 'western' society in 'modern' times, taking into account economic, political, and cultural factors. The first two class meetings will offer a summary view of the period from 1517, when Luther came forward with his treatise against the Catholic Church, to the emergence of an industrial free-market economy. We will ask: Is there a connection between the individual right of conscience in religion and the individual right to buy, own, and sell property? What follows is an examination of the nineteenth-century 'isms' that accompanied industrial economic opportunity in the West, for good and ill: nationalism, capitalism, imperialism, communism, racism, classism, and anti-Semitism. Finally, this course will examine the relatively recent phenomenon of western dominance, Life in China under Mao Zedong; the Legacy of Colonialism and Tyrant Dictatorships in Africa; the issues Oil, Islam, and Israel in the Middle East, and the relationship between the end of the Cold War and the rise of Multi-National Corporations. It is hoped that students will acquire a more critical view of western and non-western experiences, and better understand the processes of cultural self-definition versus cultural accommodation.
The period from the Wars of the Roses to the death of Elizabeth I was one of the most dynamic in England's history. The personalities of figures such as Richard III, Henry VIII and Elizabeth, statesmen and religious leaders such as Sir Thomas More, Thomas Cromwell and Thomas Cranmer, privateers and poets like Sir Francis Drake and Christopher Marlowe, give the Tudor age enormous texture and panache. In 1460, as England emerged from the last medieval century, the kingdom was torn by the rivalries of its royal family. Over the next 140 years, England experienced vast political, social and religious change. By the end of the period in 1603, England had drastically increased its control over Scotland, Ireland and Wales, had taken the first steps toward the founding of a colonial empire in the New World, and basked in the high summer of its culture's Golden Age and the glorious and prosperous reign of Good Queen Bess. Some background, such as a Western Civilization or other introductory European history course, is recommended.

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 1/5, 1/12, 1/26, 2/2, 2/16, 2/23, 3/16, 3/30, 4/6, and 4/13/2011.

This course provides an overview of the history of Modern Germany from the foundation of the nation state in the second half of the 19th century to its dissolution at the end of World War II. In addition, the years following its dissolution in 1945 are also discussed, as well as long-term developments regarding gender, sexuality, religion or militarism. Apart from dealing with the general political, economic and social history of Germany, special emphasis is laid on the study of the different cultures of the succeeding German states.

In 1900 Britain was the center of the largest empire in the history of the world. Today it is one more medium-sized country, albeit a very wealthy one. In this course we look at the reasons for this profound change. Among the topics addressed are the impact on Britain of two world wars, the performance of the British economy, the construction of a welfare state, the resurgence of free-market capitalism, and the emergence of a multi-racial and multi-cultural society. The course concludes with a consideration of the future of Britain.

This course surveys the Jewish historical experience from the 7th through the 18th centuries. Political, social, economic, cultural, and religious dimensions of a variety of Jewish communities are explored within the contexts of the larger societies in which the Jewish minority lived. Through study of primary texts in translation and secondary sources, we explore the different dimensions of medieval and early modern Judaism: rabbinic literature, Jewish philosophy, mysticism, biblical commentary, folklore and popular religion. We also discuss periodization: how should the "medieval" period of Jewish history be defined?

Through early Christian literature (such as non-canonical gospels and the writings of the Church Fathers) and various types of archaeological evidence, this course will examine the many different and often competing forms of Christianity that developed in the first four centuries of the common era. Among the areas of examination will be key theological issues, creedal formulation, Gnosticism, martyrdom, asceticism, Christian relations with pagans and Jews, and the battles over orthodoxy and heresy. We shall also assess the conversion of Constantine and the social and political implications of the Christianization of the Roman Empire.
This course will examine the many different and often competing forms of Christianity that existed during the first five centuries of our Common Era. We will include a historical survey of Mediterranean culture and society in the historical Roman Empire to help us understand the ways in which Christianity developed in relation to the philosophical, sociological, theological, and political environment of this period. We will also focus on the contribution of the early varieties of Christianity to modern western views of the relationship between the individual body and society. Specifically, we will begin with an examination of Greco-Roman "religiousness" and attitudes toward the body as part of the natural order comprising one's duty as a "citizen." Such views will then be compared to the emerging Christian view that denied civic duty to an inferior, material world, by emphasizing individual identification with "a commonwealth in heaven."

This course will survey the history of ancient Greece from the Minoan civilization in the second millennium BC to the end of the Classical Period in the 4th century BC. We will investigate the major political, intellectual, economic and social factors that contributed to the nature and development of Greek history. We will pay particular attention to the Golden Age of Athens in the 5th century BC and its relations with the Persian Empire, Sparta and the other Greek city-states. Also, we will look at the many political and cultural institutions that combined to make this age unique. Finally, the course will close with the Greek's efforts to cope with the rising power of Macedon.

This course is a graduate readings seminar. Students will read materials dealing with the history of the Atlantic and the United States from the 15th century through 1900. Students will complete common core readings each week and will prepare either a written or oral report on a book of their choice every week. The final grade will depend on participation in the seminar and the quality of the weekly reports.

This seminar focuses on ideas of race, particularly on how "scientific" theories of race were developed and globally disseminated in the modern period. We trace the formation of these ideas in the North Atlantic, their diffusion to various areas of the world, and the manner in which cultural and political elites adopted or challenged them. Scholars have long debated when and how ideas of race were created and systematized, and how their development relates to other categorizations of difference. After investigating the origins of the idea of race the seminar turns its attention to the development of racial research in the 19th century. We will devote considerable time to the emergence of eugenics, the science of racial improvement, in England and the United States, and the spread of this movement to Latin America, Africa and Asia into the early 20th century. The final segment of the seminar returns to the development of scientific racism in twentieth century Europe. We study the evolution of eugenics and other forms of Western racial theory in 20th century Germany, its connection to the emerging Nazi state, and its institutionalization as a racial revolution throughout the European continent.

This class has two main objectives. The first is to provide you with an understanding of the how and why the processes begun so long ago led to the two Great Wars of the 20th Century and how this entire period (17th thru the 20th Century), and these two wars, the Great War in particular, shaped the world we live in today. The second objective is to make you think critically. You should come out of this class with the ability to analyze events of any period of history and understand how they affect our world and our daily lives. This course will follow the time line of Eric Hobsbawm's work on Western European History. Once we lay the foundation in the first seven weeks, Hobsbawm's Age of Revolution and Age of Capital, we will then focus on the Age of Empire and the Age of Extremes. This will be the heart of our study and in it; we will attempt to answer the following questions:1. What were the "Origins of the Great War"? 2. What impact did the Great War have on not just Western History, but also World History? 3. What were the origins of, not just the Holocaust, but also the mass violence of the 20th Century, i.e. Northern Ireland, Srebrenica, Rwanda and too many others to mention? 4. Tied to the last question is the question of "Why did the line between civilian and military become erased in the 20th Century?" In essence, we will attempt to understand how "What was thinkable, what was imaginable about human brutality shifted between 1914 and 1918" (Jay Winter), and how that shift made the worst events of the Second World War and the modern age, including 9-11, possible.

Pre-Requisites: You should be confident in your writing skills. You will also need computer and internet skills, as the entire syllabus and many of the readings will be online. Assignments: One Group Project, one take home mid-term and one final paper. Group Project is worth 40% and the other two assignments are 30% each.
Events in France, Spain and Italy during the past century have been among the most interesting and highly charged in Europe. Historians and citizens continue to argue over, or to try to forget, such topics as Fascism, the Spanish Civil War, the Vichy regime in France, the war in Indochina, and the student revolutions of 1968. Comparative study can throw new light on these topics by looking beneath surface similarities for underlying differences among the three nations. This course will use modern classics in history, literature, and anthropology to compare France, Italy, Spain and for selected topics, Portugal. Subjects include: the Dreyfus Affair, the Generation of '98; the church and its enemies, Catalans, Bretons, and others; Modernists and Futurists; Mussolini and Franco; colonial disaster and domestic upheaval; the coming of the European Union; and racism or pluralism at the turn of the 21st century.

20767  HPS  HPS 0427  MYTH AND SCIENCE  Schupbach, Jonah Nathanael
Meets Reqs: REG
W  6:00:00 PM to 8:30:00 PM  CL 252  3 Credits

How can we understand our world? In western culture, science dominates all our answers to this question. But there are other ways. They can be found in the mythologies of ancient and modern peoples. This course will compare the scientific and mythological ways of seeing the world and their more subtle connections. In particular, we will turn to the remarkable events in Ancient Greece of 800-400 B.C. and discover how the scientific approach actually grew slowly out of mythological thought itself.

24783  HPS  HPS 0437  DARWINISM AND ITS CRITICS  Distelzweig, Peter Michael
Meets Reqs: HS REG
MW  2:00:00 PM to 2:50:00 PM  CL 332  3 Credits

Charles Darwin's ideas not only revolutionized biology - they also have revolutionary implications for how we see ourselves and our place in nature. We will study the origins and development of Darwin's ideas, and the reactions of the scientific, religious and philosophic community to them from Darwin's time to our own. The course revolves around two central questions: (1) What is the scientific status of Darwinism? (2) What are the implications of Darwinism for our beliefs about human nature? We will spend the last few weeks of the term looking in detail at a variety of contemporary critics of Darwinism.

12049  HPS  HPS 0515  MAGIC, MEDICINE AND SCIENCE  Palmieri, Paolo
Meets Reqs: HS
Th  6:00:00 PM to 8:30:00 PM  CL 208A  3 Credits

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

12288  HPS  HPS 0515  MAGIC, MEDICINE AND SCIENCE  Palmieri, Paolo
Meets Reqs: HS
MW  12:00:00 PM to 12:50:00 PM  CL000G8  3 Credits

This course will survey some important strands in the Western intellectual history, from the Ancient Greeks to the Scientific Revolution. We will begin with ancient Greek speculations in cosmology, philosophy, and medicine. Then we will look at how they develop in subsequent times. These include, among other topics, the magical and astrological traditions that flourished during the Renaissance. The last part of the course will focus on the intellectual transformations in the 17th Century, which constitute the beginnings of modern science. The great scientific achievements of figures such as Galileo, Kepler, Descartes, and Newton will be discussed. Overall, this course is meant to provide a broad picture of the history of some of the most important elements in the Western intellectual tradition.

24781  HPS  HPS 0545  SPACE-TIME-MATTER ANTIQU-20THC  Palmieri, Paolo
Meets Reqs: PH
TTh  2:30:00 PM to 3:45:00 PM  CL 327  3 Credits

This course, suitable for both science and non-science students, is an introduction to the history of conceptions of the physical universe and their transformations from ancient times to the present day. We will focus in particular on conceptions of space, time, motion, and how they were transformed during the Scientific Revolution in the 17th century, and again by modern physics in the 20th.

21998  HPS  HPS 1508  CLASSICS IN HISTORY OF SCIENCE  Palmieri, Paolo
Meets Reqs: PH
TTh  1:00:00 PM to 2:15:00 PM  CL 142  3 Credits

Four hundred years ago Galileo Galilei aimed a telescope at the sky. He revolutionized astronomy. Equally revolutionary were his theories and experiments in physics, published in his masterpiece Two New Sciences. In this course we will learn why Galileo's theories and experiments in physics were revolutionary. We will read Galileo's Two New Sciences, setting it in the context of the history and philosophy of Western science and civilization. There are no prerequisites.

24777  HPS  HPS 2691  PERSP IN HIST AND PHIL OF SCI  Palmieri, Paolo
Meets Reqs: PH
Th  2:00:00 PM to 4:25:00 PM  CL G28  3 Credits
This course traces the history of concepts of health and disease in Western culture and the institutional, social, and cultural contexts in which they developed, with attention paid to the philosophical dimension (whether the figure of the doctor as philosopher in older times, or the philosophy of medicine as a new field in the 20th century). Medicine is and was not a monolithic 'thing', always one and the same (or an ever-improving stable entity). After an introduction devoted to the historical perspective on health and medicine, the course is divided into three main segments: medicine in the ancient and medieval eras, classical ('early modern') European medicine, and modern Western medicine, commonly held to begin in the 19th century. In each of these sections of the course, we will study a combination of theories, practices and contexts - from diseases to ideas to institutions. The balance of coverage between medical thought and medical practice will vary depending on the state of historical knowledge of the given period. The last segments of the course look at different perspectives on medicine, no longer just historical: from the cultural to the social, and the philosophical, including much-debated concepts such as 'normality', 'health' and 'embodiment'. Texts include primary sources such as Hippocrates, Galen, Harvey, Willis, La Mettrie and Claude Bernard, and secondary sources which approach the history of medicine from various contexts including philosophy, methodology, and sociocultural context. Graduate students will be assigned additional readings designated as 'advanced' in the syllabus.

25316  JS  JS 1220  MEDEVIAL JEWISH CIVILIZATION  Shear, Adam B
Meets Reqs:   HS
3:00:00 PM to 4:15:00 PM  CL 239
3 Credits

This course surveys the Jewish historical experience from the 7th through the 18th centuries. Political, social, economic, cultural, and religious dimensions of a variety of Jewish communities are explored within the contexts of the larger societies in which the Jewish minority lived. Through study of primary texts in translation and secondary sources, we explore the different dimensions of medieval and early modern Judaism: rabbinic literature, Jewish philosophy, mysticism, biblical commentary, folklore and popular religion. We also discuss periodization: how should the "medieval" period of Jewish history be defined?

10755  LING  LING 0222  IRISH (GAELIGE) 2  Young, Marie A
Meets Reqs:   L
10:00:00 AM to 11:40:00 AM  WWPH 5203
4 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

11731  LING  LING 0222  IRISH (GAELIGE) 2  Young, Marie A
Meets Reqs:   L
12:00:00 PM to 1:40:00 PM  CL 129
4 Credits

12653  LING  LING 0224  IRISH (GAELIGE) 4  Young, Marie A
Meets Reqs:   L
2:30:00 PM to 3:45:00 PM  VICTO 117
3 Credits

11235  LING  LING 0232  GREEK (MODERN) 2  Strintzis, Irene
Meets Reqs:   L
5:00:00 PM to 6:40:00 PM  CL 135
4 Credits

12654  LING  LING 0234  GREEK (MODERN) 4  Strintzis, Irene
Meets Reqs:   L
6:45:00 PM to 8:00:00 PM  WWPH 5203
3 Credits

11372  LING  LING 0292  HUNGARIAN 2  Gotz, Viktor
Meets Reqs:   L
5:00:00 PM to 6:40:00 PM  CL G19B
4 Credits
The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

11420
LING
Meets Reqs: L
TTh 6:45:00 PM to 8:00:00 PM
HUNGARIAN 4
CL 312
Gotz, Viktor
4 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

11502
LING
Meets Reqs: L
TTh 9:30:00 AM to 10:45:00 AM
SWEDISH 4
CL 312
Albertsson, Eva Ulrika
3 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

20497
LING
Meets Reqs: L
MW 4:00:00 PM to 5:40:00 PM
EUROPEAN FOREIGN LANGUAGES 2
WWPH 5403
Hammer, Jona E
4 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

26165
LING
Meets Reqs: MA
TTh 11:00 AM to 12:15 PM
GYPSY LANGUAGE AND CULTURE
POSVAR 3301
Kaufman, Terrence S
3 Credits

ROMANI IS SPOKEN BY MORE THAN 10,000,000 GYPSIES LIVING IN EUROPE AND THE AMERICAS. THEY LEFT THEIR HOMELAND IN INDIA OVER 2000 YEARS AGO, ENTERING EUROPE AROUND 1200 AD. THEIR UNFRIENDLY RECEPTION HAS MADE THEM SHY AND HARD TO KNOW. MISUNDERSTANDINGS AND MISINFORMATION ON GYPSIES ARE ABUNDANT. THIS COURSE WILL FOCUS ON RELIABLE ETHNOGRAPHIC DESCRIPTIONS FROM EUROPE AND NORTH AMERICA, AND THE LANGUAGE AND FOLKLORE OF ONE OR MORE BRANCHES OF THE ROMANI NATION. THE HISTORY OF THE GYPSIES AS DETERMINABLE IN THEIR LANGUAGE AND WRITTEN RECORDS WILL ALSO BE STUDIED.

13191
LING
Meets Reqs: MA
TTh 2:30:00 PM to 3:45:00 PM
TOPICS IN ANTHROPOLOGICAL LING
CL 144
Kaufman, Terrence S
3 Credits

A description is not available at this time.

12070
MUSIC
Meets Reqs: MA
Sa 1:00:00 PM to 4:00:00 PM
INTRO TO WESTERN ART MUSIC
MUSIC 123
Bowers, Nathan David
3 Credits

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 music 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 musical 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 meeting dates are: 1/15, 2/12, and 3/19/2011.

25475
MUSIC
Meets Reqs: MA
Th 6:00:00 PM to 8:30:00 PM
INTRO TO WESTERN ART MUSIC
MUSIC 132
Suzuki, Yoko
3 Credits

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

10076
MUSIC
Meets Reqs: MA
INTRO TO WESTERN ART MUSIC
Nisnevich, Anna

41
This course addresses the main musical features, composers, and selected compositions of the various periods in the history of Western art music from the Middle Ages to the 20th century. Emphasis is placed on learning to listen more critically and sensitively.

11382 MUSIC MUSIC 2131 INTRO TO HISTORICAL MUSICOLOGY Root,Deane L
Meets Reqs: T 1:00:00 PM to 3:20:00 PM MUSIC 302 3 Credits

The course is designed for all first-year graduate students in music and aims to give them an overall understanding of the discipline through a survey of its history, theory, and methodology, and of the writings of major scholars in the field. A series of specific research projects will be integrated with the theoretical discussions.

20935 MUSIC MUSIC 2611 MUSICOLOGY SEMINAR Rice,John A
Meets Reqs: Th 4:00:00 PM to 6:25:00 PM MUSIC 302 3 Credits

This seminar will explore one of eighteenth-century Europe's most vibrant musical capitals. Among the topics to be covered: the personality, patronage, and musical activities of King Frederick the Great, the operas of Carl Heinrich Graun, the keyboard music of Carl Philipp Emanuel Bach, and the flute music of Johann Joachim Quantz. We will use works by these composers as case studies in the application of analytical techniques proposed by Robert Gjerdingen in his recent book Music in the Galant Style. We will also study Berlin as a center of musical pedagogy and music theory, examining the writings (most of which are available in English translation) of C. P. E. Bach, Quantz, Friedrich Wilhelm Marpurg, Johann Kirnberger, and Johann Friedrich Agricola.

19442 PHIL PHIL 0080 INTRO TO PHILOSOPHICAL PROBLEMS Perloff,Michael N.
Meets Reqs: W 6:00:00 PM to 8:30:00 PM CL 226 3 Credits

In this course we will examine a handful of classic works tackling the central questions of philosophy. In particular, we will be concerned with the questions: is there any certain method for acquiring knowledge, or are all of our beliefs just guesses? Is there such a thing as objective knowledge? Are there facts about who is right and who is wrong in moral disputes - or just differences of opinion? We will examine a handful of the most influential works ever written about these questions. This course aims both to familiarize students with philosophical disputes and to develop skills for recognizing, understanding, and evaluating arguments in some difficult texts. This is a description from a previous instructor.

10121 PHIL PHIL 0080 INTRO TO PHILOSOPHICAL PROBLEMS Perloff,Michael N.
Meets Reqs: TTh 3:00:00 PM to 5:00:00 PM CL 324 3 Credits

In this class students will learn about philosophy by doing philosophy. As we look at the work of such philosophers as Plato, Aristotle, Aquinas, Descartes, and Hume, students will be developing the critical and intellectual skills necessary for the recognition, understanding, and assessment of important claims and arguments about the nature of God, morality, and knowledge. This same course is available as a W-course by signing up instead for Phil. 0082. You must be enrolled for a recitation in addition to the lecture. The recitation meets once a week. Recitation sections provide an opportunity to discuss lecture material. Discussion is very important in learning philosophy. Borderline grades may be decided by performance in sections.

11747 PHIL PHIL 0082 INTRO PHILPHCL PRBLM/WRIT PRAC Wilson,Herbert Chase Perloff,Michael N.
Meets Reqs: PH W
TTh 3:00:00 PM to 3:50:00 PM CL 324 4 Credits

For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same.
Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

11746 PHIL PHIL 0082 INTRO PHILPHCL PRBLM/WRIT PRAC Perloff,Michael N. Valaris,Markos Christos Wills,Vanessa C 4 Credits

Meets Reqs: PH W
TTh 3:00:00 PM to 3:50:00 PM CL 229 4 Credits

For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same.
Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

11747 PHIL PHIL 0082 INTRO PHILPHCL PRBLM/WRIT PRAC Wilson,Herbert Chase Perloff,Michael N. 4 Credits

Meets Reqs: PH W
MW 1:00:00 PM to 1:50:00 PM CL 363 4 Credits

For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same.
Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

11119 PHIL PHIL 0210 HISTORY OF MODERN PHILOSOPHY Blecher,Ian S 3 Credits

Meets Reqs: PH
MW 2:00:00 PM to 2:50:00 PM CL 324

Modern philosophy is not what it sounds like: everything we are going to read in this course was written between 1640 and 1715. A lot of it sounds pretty weird today. What makes modern philosophy modern is, basically, that it is not ancient. Not only in the sense that it was written centuries after Aristotle -- but also in the sense that it represents the first real break with the Aristotelian tradition, which had dominated Western philosophy through the Middle Ages and Renaissance. Among other things, this break is marked by a special concern for the sources of knowledge, and in particular for the distinction between knowledge which belongs to experience and knowledge which belongs to the mind as such. We will read three authors on this theme: Descartes, Locke and Leibniz.

11126 PHIL PHIL 0212 HISTORY OF MDRN PHI/WRIT PRAC Blecher,Ian S 4 Credits

Meets Reqs: PH W
TTh 10:00:00 AM to 10:50:00 AM CL 306

For the writing course. Description same as Phil. 0210. This is the writing section of Phil. 0210. 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.

11127 PHIL PHIL 0212 HISTORY OF MDRN PHI/WRIT PRAC Blecher,Ian S 4 Credits

Meets Reqs: PH W
TTh 11:00:00 AM to 11:50:00 AM CL 306

For the writing course. Description same as Phil. 0210. This is the writing section of Phil. 0210. 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.

11126 PHIL PHIL 0212 HISTORY OF MDRN PHI/WRIT PRAC Blecher,Ian S 4 Credits

Meets Reqs: PH W
MW 2:00:00 PM to 2:50:00 PM CL 324

For the writing course. Description same as Phil. 0210. This is the writing section of Phil. 0210. 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.

11127 PHIL PHIL 0212 HISTORY OF MDRN PHI/WRIT PRAC Blecher,Ian S 4 Credits

Meets Reqs: PH W
MW 2:00:00 PM to 2:50:00 PM CL 324

For the writing course. Description same as Phil. 0210. This is the writing section of Phil. 0210. 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.
In deciding how to act, we frequently guide ourselves by general principles, which forbid or require various kinds of action. Moral philosophy is the attempt to explore systematically a number of questions which arise in connection with such principles. We may ask, for example: What is it for a principle to be a moral principle? Is there one uniquely correct moral code, or is morality a matter of personal preference? What candidates for moral principles can be defended? Why should I be moral? The course will examine several of these questions and the answers suggested by classic moral philosophers such as Kant and Mill. We will also consider discussions of these issues by contemporary philosophers, as well as a concrete moral problem such as abortion. Throughout the course, emphasis will be placed on learning how to criticize and evaluate moral and philosophical claims, as well as developing and deepening one's own views. By examining the nature of morality, we can better decide how to live. Description from a previous instructor.

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

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.

This course is a historical introduction to some of the central problems in political philosophy. For example: do states have any authority - that is, do we have any moral obligation to obey them? If so, what is the source of this obligation: self-interest, morality, divine authority, or something else entirely? What are the limits of the state's authority: should it attempt to get its citizens to live the best lives possible, or merely prevent them from harming one another? We will approach these questions by examining a handful of the most influential writings on the topic from a range of historical periods. You must be enrolled for a recitation in addition to the lecture. Description from a previous instructor.
For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

24793  PHIL  PHIL 0332  POLITICAL PHILOSOPHY/WRIT PRAC  Caloa,Brett
Meets Reqs: MW 10:00:00 AM to 10:50:00 AM CL 129 4 Credits
PH
For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

24794  PHIL  PHIL 0332  POLITICAL PHILOSOPHY/WRIT PRAC  Caloa,Brett
Meets Reqs: MW 11:00:00 AM to 11:50:00 AM CL 129 4 Credits
PH
For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

19333  PHIL  PHIL 0473  PHILOSOPHY OF RELIGION  Edwards,Steven A
Meets Reqs: TTh 1:00:00 PM to 2:15:00 PM WWPH 1500 3 Credits
PH
Are there good reasons for thinking that God exists? Are there good reasons for thinking that he doesn't? In this course we will examine the chief arguments for and against the existence of God, as well as other topics central to philosophy of religion: the nature of religious language, the relation of faith to reason and the use of religious experience as evidence. Members of the class will develop a working knowledge of the issues by reading and discussing traditional and contemporary authors. Lectures will be used to initiate and focus discussions.

24855  PHIL  PHIL 1020  PLATO  Cook,Kathleen Cecella
Meets Reqs: MW 3:00:00 PM to 4:15:00 PM CL 116 3 Credits
PH
This course will examine Plato's views on key topics in Ethics, Metaphysics, and the Theory of Knowledge. We shall look into Plato's relation to Socrates and the evolution of his own mature views.

24804  PHIL  PHIL 1225  WITTGENSTEIN  Medowell,John H
Meets Reqs: TTh 1:00:00 PM to 2:15:00 PM CL 327 3 Credits
TTh
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.

12680  PHIL  PHIL 1290  TOPICS IN HISTORY OF PHILOSOPHY  Blecher,Ian S
Meets Reqs: TTh 9:30:00 AM to 10:45:00 AM VICTO 117 3 Credits
TTh
Our topic is justice, and more specifically, a philosophical tradition which understands justice as the principal virtue of character. If virtue is a kind of well-being, the problem will be to explain how the well-being one person is connected with a concern for the well-being of others. Readings will be selected from Plato's Republic, Aristotle's Nicomachean Ethics and Kant's Metaphysics of Morals.

11712  PHILH  PHIL 1110  RATIONALISM  Schafer,Karl Daniel
Meets Reqs: TTh 2:30:00 PM to 3:45:00 PM CL 226 3 Credits
TTh
This course will be an in-depth historical survey of rationalism in early modern philosophy. We will focus on the work of Descartes, Malebranche, Spinoza, and Leibniz. Topics to be discussed include skepticism, knowledge, the nature of perception, innate ideas, the relationship between mind and body, freedom of the will, and the nature of reality.

12235  PS  PS 0300  COMPARATIVE POLITICS  Chen,Chunrong
Meets Reqs: SS T 6:00:00 PM to 8:30:00 PM CL 352 3 Credits
COM
As a branch of political science, comparative politics examines political systems and institutions by comparing them with others by trying to identify and define the differences and similarities among different countries, learn about patterns, trends and processes of the political systems, and create hypotheses to explain these. This course provides students an opportunity to read and discuss major classic and new themes about comparative politics, such as states, political systems, democracy, economic development, and political culture. The purpose is to be able to make generalizations about politics that can apply beyond the boundaries of a single country.

20884  PS  PS 0300  COMPARATIVE POLITICS  Morgenstern,Scott J
Meets Reqs: SS TTh 11:00:00 AM to 12:15:00 PM LAWRN 207 3 Credits
COM
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.

11788  PS  PS 0300  COMPARATIVE POLITICS
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.

20458

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.

12072

This course examines frameworks and concepts, which aid the student in understanding the ways in which nation states (and non-state actors) interact in contemporary world politics. The course will examine characterizations of the structure of the international system, the components of a national actor's capabilities and foreign policy perspective, and case studies of changing relations between the major powers. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are: 1/15, 2/12, and 3/19/2011.

11862

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.

20459

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.

25182

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.

11714

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.

20886

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.
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.

### Course Offerings

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<th>CRN</th>
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<tr>
<td>18812</td>
<td>PS</td>
<td>POLITICAL THEORY</td>
<td>Lotz, Andrew Louis</td>
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<td>11:00:00 AM to 11:50:00 AM</td>
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### Course Description

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.

<table>
<thead>
<tr>
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<td>11564</td>
<td>PS</td>
<td>WESTERN EURP GOVERNMT &amp; POLIT</td>
<td>Whitehead, Jeffrey Robert</td>
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### Course Description

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

<table>
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### Course Description

This course examines why international organizations exist and whether they make a difference in solving global problems. Questions to be addressed include: Are international organizations effective? Where does their power come from? Why are some organizations designed differently than others? Why do countries use international organizations to achieve their goals? Part I of the course introduces students to theories and debates about international institutions. Part II provides students with practical knowledge about the major international organizations, and assesses the effectiveness of global governance in particular issue areas, including human rights, peacekeeping, economic development, and the environment.

<table>
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### Course Description

This course will survey the relationship between the major Western powers and the USSR and the international Communist movement from the Bolshevik revolution until the collapse of the USSR. The first section focuses on the initial European response to the Bolshevik revolution, the development of European fascism, the USSR’s changing alliance strategy and its role in World War II. The second section deals with the various stages of the "Cold War" between the USA and the USSR after World War II. (International Relations Field)

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### Course Description

With the end of the Cold War and the acceleration of international economic integration, political scientists interested in international relations have increasingly turned their attention to the politics of global trade, money, and finance. This area of study, known as international political economy (or simply IPE), examines the connections between power and wealth, states and markets, and economics and politics in order to gain a better understanding of the political underpinnings of the global economy as well as the influences that international economics has on national and international politics. Are free trade and multipolarity compatible? Does economic globalization undermine democracy and popular sovereignty? These are some of the questions we will address. Along these lines, an important focus of this course is whether the institutions that currently govern international economic activity are robust enough to survive important political and economic changes that are taking place in the world. For example, we will consider whether the international cooperation necessary to manage the global economy can survive significant changes in the international distribution of power and whether the domestic political coalitions that have traditionally supported free trade are breaking up as a result of increased international capital mobility.

<table>
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<tr>
<th>CRN</th>
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</table>
The goal of this class is to familiarize students with the various ways in which actors can manage or resolve their conflicts. We will talk about conflict management in both international and civil conflicts. We will examine the various strategies that the belligerents themselves can employ to address their differences and the conflict management techniques of third parties. You will learn about strategies such as negotiation, mediation, arbitration and adjudication, sanctions, military and humanitarian intervention, nation-building, and the design of peace agreements. We will also talk about the role of the United Nations and regional organizations in conflict management.

1. This course explores the politics of human security. Whereas national security focuses on the well-being of the state, human security focuses on the well-being of individuals. We will explore how violence, poverty, and ecological destruction threaten individual welfare and what the international community is (and is not) doing to address these concerns. (International Relations field)2. PS 0500 (World Politics) is a prerequisite for this course. Students should complete PS 0500 before enrolling in PS 1583.

3. There are no recitation sections.

4. Class enrollment is limited to fifty students.

5. This is the first time this course is being taught. Whether it will be taught again has not been decided at this time.

This course introduces students to the major European and global security issues in the post Cold War and post-9/11 era. It explores how the European Union, its key Member States, and the U.S. security strategies and institutions have evolved over the years, and adapted to the changing nature of traditional and non-traditional security threats. The course is divided into three broad thematic sections. The first section reviews the conceptual and theoretical issues in International Relations and Security Studies. The theoretical discussions are complemented with an empirical analysis of the EU and U.S. security strategies, and how they differ from the United Nation's conceptualization of contemporary security. The second part surveys the traditional (conventional and military) security issues in international politics. The traditional security issues are International Terrorism, Intelligence Reform, Military Transformation, Regional Conflicts, War and Peace, and WMD proliferation. The third section reviews the non-traditional (unconventional and non-military) security issues. Thenon-traditional security issues are Climate Change and Environmental Challenges, Energy Security, Ethnic Conflicts, State Failure, HIV/AIDS, Human Trafficking, Immigration and Integration, and Transnational Organized Crime. Students will learn how the lines between traditional and non-traditional security issues are often blurred, and how they overlap with each other. The course concludes with a discussion on the future directions in European and international security studies.

This course explores why peace sometimes lasts a long time and sometimes falls apart quickly after civil wars. We will examine how the international community deals with civil conflicts and what can be done to ensure a long-lasting peace in war-torn countries. Emphasis will be placed on the factors that increase the durability of peace and aid the establishment of long-term prospects for reconciliation to rebuild societies after wars. Students will gain knowledge of theories that explain whether and how peace-keeping forces, agreement design, power-sharing institutions, mediation, foreign aid, and post-war elections help domestic belligerents reach and keep peace.

This course covers the writings and ideas of the major political theorists of the early modern European and North American world from Renaissance through the Enlightenment and French Revolution (from the 16th through the 18th century). Among the topics to be addressed are theories of the modern sovereign state, the classical liberal and republican traditions, the development of modern society, and conceptions of authority, liberty, and community in this period. Readings will include major primary works by Machiavelli, Hobbes, Locke, Montesquieu, Madison/Hamilton, Hume, Rousseau, Kant, and Burke.

This seminar in political thought forms one of the core requirements of the graduate program in Political Science. Its aim is to introduce graduate students to the traditional concerns of the sub-field of Political Theory (the history of Western political thought, conceptual analysis, and the study of normative issues in politics) and to explore the relevance of this subject matter even to political scientists who do not choose to specialize in it - for example, in posing questions that lend themselves to empirical research and in analyzing the value-choices that attend policy-making and other political action. Extensive readings are intended to familiarize students with a broad sampling of the literature in political theory, including both some of the classical works of the discipline (Plato, Aristotle, Machiavelli, Hobbes) and contemporary writings. An effort will be made to see how some central concerns of modern political science represents developments of themes in the tradition of political theory.

This course covers the various ways in which actors can manage or resolve their conflicts. We will talk about conflict management in both international and civil conflicts. We will examine the various strategies that the belligerents themselves can employ to address their differences and the conflict management techniques of third parties. You will learn about strategies such as negotiation, mediation, arbitration and adjudication, sanctions, military and humanitarian intervention, nation-building, and the design of peace agreements. We will also talk about the role of the United Nations and regional organizations in conflict management.

1. This course explores the politics of human security. Whereas national security focuses on the well-being of the state, human security focuses on the well-being of individuals. We will explore how violence, poverty, and ecological destruction threaten individual welfare and what the international community is (and is not) doing to address these concerns. (International Relations field)2. PS 0500 (World Politics) is a prerequisite for this course. Students should complete PS 0500 before enrolling in PS 1583.

3. There are no recitation sections.

4. Class enrollment is limited to fifty students.

5. This is the first time this course is being taught. Whether it will be taught again has not been decided at this time.
25383 RELGST RELGST 0083 MYTHOLOGY IN THE ANCIENT WORLD 3 Credits

This course will introduce students to the myths of ancient Greece and Rome with focuses on the characters (gods, heroes, and others), the stories (triumphs, tragedies, unspeakable horrors, and more), the sources (pre-Greek myths and ancient Greek and Roman authors), the principal interpretive approaches (Freud, Frazer, Propp, Muller and others), and the role of myth in ancient society (religion, politics, and home life). This is a Self-Paced course. Workshop attendance is strongly advised. Workshop meeting dates are: 1/22, 2/19, and 3/19/2011.

11535 RELGST RELGST 0083 MYTHOLOGY IN THE ANCIENT WORLD 3 Credits

Jones, Marilyn Morgan

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.

25321 RELGST RELGST 0105 RELIGIONS OF THE WEST 3 Credits

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

19334 RELGST RELGST 0715 PHILOSOPHY OF RELIGION 3 Credits

Edwards, Steven A

Are there good reasons for thinking that God exists? Are there good reasons for thinking that he doesn't? In this course we will examine the chief arguments for and against the existence of God, as well as other topics central to philosophy of religion: the nature of religious language, the relation of faith to reason and the use of religious experience as evidence. Members of the class will develop a working knowledge of the issues by reading and discussing traditional and contemporary authors. Lectures will be used to initiate and focus discussions.

12046 RELGST RELGST 1130 VARIETIES OF EARLY CHRISTNITY 3 Credits

Denova, Rebecca I

Through early Christian literature (such as non-canonical gospels and the writings of the Church Fathers) and various types of archaeological evidence, this course will examine the many different and often competing forms of Christianity that developed in the first four centuries of the common era. Among the areas of examination will be key theological issues, creedal formulation, Gnosticism, martyrdom, asceticism, Christian relations with pagans and Jews, and the battles over orthodoxy and heresy. We shall also assess the conversion of Constantine and the social and political implications of the Christianization of the Roman Empire.

10741 RELGST RELGST 1130 VARIETIES OF EARLY CHRISTNITY 3 Credits

Denova, Rebecca I

This course examines the many different and often competing forms of Christianity that existed during the first five centuries of our Common Era. We include a historical survey of Mediterranean culture and society in the historical Roman Empire to help us understand the ways in which Christianity developed in relation to the philosophical, sociological, theological, and political environment of this period. We also focus on the contribution of the early varieties of Christianity to modern Western views of the relationship between the individual body and society. Specifically, we begin with an examination of Greco-Roman "religiousness" and attitudes toward the body as part of the natural order comprising one's duty as a "citizen." Such views are then compared to the emerging Christian view that denied civic duty to an inferior, material world, by emphasizing individual identification with "a commonwealth in heaven."

25328 RELGST RELGST 1144 CLASSICAL MYTHOLOGY & LIT 3 Credits

Scott, Wesley B

There are two main objectives in this course: (1) acquisition of the basic facts of Greek and Roman mythology, and (2) a critical treatment of these facts through various techniques of literary analysis. We will cover the names and attributes of the Greek and Roman gods and goddesses, myths about some of the major heroes and heroines of Greek and Roman mythology, and the principal sources for our knowledge of classical mythology. The texts will be several paperbacks, including both a modern handbook of mythology and translations of works by ancient authors such as Homer, Aeschyulus, and Virgil.

19359 RELGST RELGST 1144 CLASSICAL MYTHOLOGY & LIT 3 Credits

Floyd, Edwin D
Jewish history be defined? Jewish philosophy, mysticism, biblical commentary, folklore and popular religion. We also discuss periodization: how should the "medieval" period of "heretics." This background helps motivate discussions of contemporary martyrs in Islam, the political ramifications of such behavior, who gets to Judaism. We then analyze their stories (martyrologies), imperial transcripts and legislation, and examine the later (Christian) Imperial legislation against Euripedes, and Homer's Odyssey.

This course surveys the Jewish historical experience from the 7th through the 18th centuries. Political, social, economic, cultural, and religious dimensions of a variety of Jewish communities are explored within the contexts of the larger societies in which the Jewish minority lived. Through study of primary texts in translation and secondary sources, we explore the different dimensions of medieval and early modern Judaism: rabbinic literature, Jewish philosophy, mysticism, biblical commentary, folklore and popular religion. We also discuss periodization: how should the "medieval" period of Jewish history be defined?

This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates: 1/15, 2/12, and 3/19/2011. /
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. The course will be structured as a seminar. To keep up with the course, students are required to purchase a semester pass and attend University Theatre productions.

This course examines complex social, economic, political, and environmental issues across societies around the world. In this course we will discuss theories of development, controversial political economic issues, and the policy-formation process. We will compare levels of development, approaches to problems, and political systems on a global scale. Nations of ‘developed' core societies and 'less developed' peripheral societies are highlighted, as are theories of development, controversial political economic issues, and the policy-formation process. Students are required to purchase a semester pass and attend University Theatre productions.

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 first course in Shakespeare and includes a look at nine plays as crafted for the theatre. Course lectures and discussions focus on the cultural conditions at the time of the original performances as well as giving a picture of the ways the plays have been radically interpreted. Course will include viewing of Shakespearean films.

<table>
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<td>WORLD THEATRE: 500 BCE TO 1640</td>
<td>Jackson-Schebetta, Lisa Kathleen</td>
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<td>24854 THEA</td>
<td>THEA 1351</td>
<td>GREEK AND ROMAN THEATRE</td>
<td>Smethurst, Mae J</td>
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<td>14857</td>
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<td>SECURITY &amp; INTELLGNC STUDIES</td>
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A description is not available at this time.