The European Studies Center is pleased to provide you with a copy of our course offerings for spring 2015 (2154). Courses not listed in this booklet may count towards the certificate with permission of the EUCE/ESC advisor.

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

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

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

CONTACT INFORMATION

Undergraduate Advisor
Stephen Lund (412) 648-7422 slund@pitt.edu

Graduate Advisor Allyson Delnore (412) 624-5404 adelnore@pitt.edu
### GREEK TRAGEDY

**Course Code:** CGS 27846  
**Class:** 1140  
**Title:** GREEK TRAGEDY  
**Instructor:** Scott, Wesley B  
**Meeting Times:** 09:30 AM to 12:30 PM  
**Location:** CL 208A  
**Credits:** 3  

This course will introduce students to the ancient Greek tragedies of Aeschylus, Sophocles, and Euripides in English translation. The content will include features of dramatic performances in antiquity and how the plays are produced in modern versions, interpretations and analyses of the plays, and the historical contexts. The methodology will include discussion, lecture, reading and viewing plays in class. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop dates: 1/10, 2/7, 3/21/2015.

### VARIETIES OF EARLY CHRISTNITY

**Course Code:** CGS 27848  
**Class:** 1432  
**Title:** VARIETIES OF EARLY CHRISTNITY  
**Instructor:** Denova, Rebecca I  
**Meeting Times:** 06:00 PM to 08:30 PM  
**Location:** CL 239  
**Credits:** 3  

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 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."

### INTRO INTERNATIONAL ECONOMICS

**Course Code:** CGS 27865  
**Class:** 0500  
**Title:** INTRO INTERNATIONAL ECONOMICS  
**Instructor:** Gajanan, Shailendra N  
**Meeting Times:** 06:00 PM to 08:30 PM  
**Location:** WEBTBA  
**Credits:** 3  

This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. This is a CGS Web course with web based instruction and weekly web interaction is required. Students must have Internet access to take this course.

### FILM AND POLITICS

**Course Code:** CGS 29046  
**Class:** 1485  
**Title:** FILM AND POLITICS  
**Instructor:** Gillespie, Peter E  
**Meeting Times:** 06:00 PM to 09:50 PM  
**Location:** WWP 1640  
**Credits:** 3  

This course examines film production, economics and forms of representation as reflections of political attitudes. We will study a variety of narrative and non-fiction films which reveal differing political points of view, ranging from those that legitimize the dominant culture to those which criticize, if not challenge, dominant attitudes. We will screen European, U.S., Soviet and Third World cinema.

### INTRODUCTION TO WORLD ART

**Course Code:** CGS 27874  
**Class:** 0010  
**Title:** INTRODUCTION TO WORLD ART  
**Instructor:** Harkness, Kristen Marie  
**Meeting Times:** 06:00 PM to 08:30 PM  
**Location:** WEBTBA  
**Credits:** 3  

From ancient to modern times, works of art can be understood as significant cultural documents. This introductory course, designed for students with no previous background in art or art history, is intended to demonstrate how to interpret works of art and architecture. The course will focus on selected works of art produced world-wide, relating them to their historical context. The class will be taught through illustrated lectures and class discussions. In the broadest light, the course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as both aesthetic objects and historic documents. This is a Web course with Web based instruction and web interaction is required. Students must have Internet access to take this course.

### WESTERN CIVILIZATION 2

**Course Code:** CGS 27877  
**Class:** 0101  
**Title:** WESTERN CIVILIZATION 2  
**Instructor:** Shaev, Brian Craig  
**Meeting Times:** 06:00 PM to 08:30 PM  
**Location:** CL 142  
**Credits:** 3  

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.

### IRELAND

**Course Code:** CGS 27879  
**Class:** 1124  
**Title:** IRELAND  
**Instructor:** Novosel, Anthony Stephen  
**Meeting Times:** 06:00 PM to 08:30 PM  
**Location:** CL 252  
**Credits:** 3
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: 1/14, 1/21, 1/28, 2/11, 2/25, 3/18, 3/25, 4/8, 4/15, 4/22/2015.

<table>
<thead>
<tr>
<th>27881</th>
<th>CGS</th>
<th>HIST 1776</th>
<th>VARIETIES OF EARLY CHRISTIITY</th>
<th>Denova, Rebecca I</th>
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<tbody>
<tr>
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<td>REG</td>
<td>Meets Reqs:</td>
<td>HS T</td>
<td>CL 239</td>
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</table>

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 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."

<table>
<thead>
<tr>
<th>27892</th>
<th>CGS</th>
<th>MUSIC 0211</th>
<th>INTRO TO WESTERN ART MUSIC</th>
<th>Wright, Bryan Sheldon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAHS</td>
<td>Meets Reqs: Sa</td>
<td>1:00 PM to 4:00 PM</td>
<td>MUSIC 132</td>
</tr>
</tbody>
</table>

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. This is a Self--Paced course. Workshop attendance is strongly advised. Workshop dates: 1/24, 2/21, 3/28/2015.

<table>
<thead>
<tr>
<th>27901</th>
<th>CGS</th>
<th>PS 0300</th>
<th>COMPARATIVE POLITICS</th>
<th>Patton, Sarah Jayne Cormack</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSCOM</td>
<td>Meets Reqs:</td>
<td>M</td>
<td>CL 242</td>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th>27917</th>
<th>CGS</th>
<th>RELGST 1130</th>
<th>VARIETIES OF EARLY CHRISTIITY</th>
<th>Denova, Rebecca I</th>
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<tbody>
<tr>
<td></td>
<td>REG</td>
<td>Meets Reqs:</td>
<td>HS T</td>
<td>CL 239</td>
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</table>

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.

<table>
<thead>
<tr>
<th>27918</th>
<th>CGS</th>
<th>SLAV 0660</th>
<th>SCI-FI: EAST AND WEST</th>
<th>Robinson, Sabrina Spiher</th>
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<tr>
<td></td>
<td>IFNCOM</td>
<td>Meets Reqs: Sa</td>
<td>9:30 AM to 12:30 PM</td>
<td>CL G19A</td>
</tr>
</tbody>
</table>

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"), novelas, 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: 1/24, 2/21, 3/28/2015.

<table>
<thead>
<tr>
<th>27919</th>
<th>CGS</th>
<th>SLAV 0880</th>
<th>VAMPIRE: BLOOD AND EMPIRE</th>
<th>Brady, Joel Christopher</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>REG</td>
<td>Meets Reqs:</td>
<td>Sa</td>
<td>CL 206</td>
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This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novelas, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates: 1/24, 2/21, 3/28/2015.

<table>
<thead>
<tr>
<th>27118</th>
<th>CLASS</th>
<th>CLASS 0010</th>
<th>GREEK CIVILIZATION</th>
<th>Newell, John F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REG</td>
<td>Meets Reqs:</td>
<td>T</td>
<td>CL 116</td>
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This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates: 1/24, 2/21, 3/28/2015.
This course will survey the major achievements of ancient Greek civilization. Arranged on a topical basis, the readings and lectures will cover the epic poetry of Greece’s heroic Bronze Age, the great intellectual innovations of the Archaic Age, the Classical era, the contrasting contributions of Sparta and Athens. Although the social, political, and military background will not be neglected, the chief emphasis will be placed on those aspects of Greek civilization that have retained a perennial significance for Western societies—its theatre, literature, myths, philosophy, art, and architecture. The goals will be to familiarize students with the society and greater achievements of ancient Greece, and to inspire students to further engagement with our intellectual heritage. Students will give 2 or 3 presentations on assigned works or passages. A written or digital version of the presentation is to be handed in for grading. There will be one or two exams plus a final exam. Presentations and exams will all be given equal weight in compiling the final grade.

Class: 24277
Meets: REG
TTh
Time: 11:00 AM to 12:15 PM
Location: CL 206
Instructor: Newell, John F
Credits: 3

This course will survey the major achievements of ancient Greek civilization. Arranged on a topical basis, the readings and lectures will cover the epic poetry of Greece’s heroic Bronze Age, the great intellectual innovations of the Archaic Age, the Classical era, the contrasting contributions of Sparta and Athens. Although the social, political, and military background will not be neglected, the chief emphasis will be placed on those aspects of Greek civilization that have retained a perennial significance for Western societies—its theatre, literature, myths, philosophy, art, and architecture. The goals will be to familiarize students with the society and greater achievements of ancient Greece, and to inspire students to further engagement with our intellectual heritage. Students will give 2 or 3 presentations on assigned works or passages. A written or digital version of the presentation is to be handed in for grading. There will be one or two exams plus a final exam. Presentations and exams will all be given equal weight in compiling the final grade.

Class: 29200
Meets: REG
Th
Time: 06:00 PM to 08:30 PM
Location: CL 139
Instructor: Scott, Wesley B
Credits: 3

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

Class: 26202
Meets: REG
MW
Time: 03:00 PM to 04:15 PM
Location: CL 149
Instructor: Scott, Wesley B
Credits: 3

Class: 11347
Meets: REG
TTh
Time: 02:30 PM to 03:45 PM
Location: LAWRN 105
Instructor: Jones, Marilyn
Credits: 3

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.

Class: 24297
Meets: REG
MWF
Time: 09:00 AM to 09:50 AM
Location: WWP 5401
Instructor: Jones, Nicholas F
Credits: 3

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.

Class: 28371
Meets: REG
TTh
Time: 01:00 PM to 02:15 PM
Location: BENDM G29
Instructor: Bromberg, Jacques Albert
Credits: 3
From their mysterious origins to their modern fanfare, the Olympic Games have maintained a firm grip on the public imagination for nearly twenty-eight centuries. These and other ancient athletic festivals are among the most enduring legacies of the Classical world, and provide a particularly accessible introduction to the study of antiquity. This course takes a chronological approach, parallel to the histories of ancient Greece and Rome, and introduces students to the origins and growth of Greek competitive athletics (especially at Olympia), the rise of professional athletes, and the evolving role of athletes and athletics in society. Through examination of literary and historiographical sources (in translation) and of the material remains of ancient athletic sites, we study the evolution of the festivals and the history of modern approaches to ancient athletic competitions. We spend the final weeks investigating the origins and history of the modern Olympic movement, from the nineteenth century to today, which contrast sharply with the ancient games and offer an opportunity to think critically about the continuing role of competitive athletics in the cultural politics of the twentieth and twenty-first centuries. No prerequisites, or previous knowledge of ancient history required.

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

The goals of the course are to introduce students to historically influential empires of the ancient Near Eastern and Mediterranean world: Akkad, Egypt, Assyria, Persia, Athens, and Rome. Rather than history as it is reconstructed from texts, this survey will emphasize the comparative cultural profiles of these empires as they are known from the archaeological record: the king, emperor, and in the case of Athens, the Demos, and their constituencies (elites, military, gods), the resources required to control these constituencies (essential commodities, luxuries, an expanded workforce), the visual themes and monument types that were chosen to advertise the success and promote the continuity of the regime beyond the lifetime of its founder, the use of regional themes to establish continuity with the historical past, and the cultural impact of empires on those who belonged to them and those who did not. Monument types will include: palaces and tombs, temples and booty as thank-offering for the acquisition of resources, 'collections' as illustrative of the regimes' control over history and geography (i.e. gardens, zoos, museums, libraries, gifts from other monarchs), administrative buildings and institutions (law codes and their presentation).

This course will survey the range of the influences of ancient Greek and Latin on English vocabulary. Arranged on a topical basis, the readings and lectures will cover the ancestry of familiar words, plus excursions into the technical vocabulary of a variety of fields (medicine, engineering, chemistry, physics, mathematics, business, sports, music, theatre, you name it). Focus will be placed on learning new words by learning their history. The goals will be to build vocabulary while familiarizing students with the continuing influence of Greece and Rome, and inspiring students to further engagement with our intellectual heritage. Students will give 2 or 3 presentations on assigned works or passages. A written or digital version of the presentation is to be handed in for grading. There will be one or two exams plus a final exam. Presentations and exams will all be given equal weight in compiling the final grade.

In this course we will examine several well-known ancient myths through the works of various Greek and Roman authors. We will discuss how each author transforms and interprets the myths in accordance with his own methods and objectives, using his approach to these ancient stories as a mirror of the cultural climate contemporary with him. Topics covered include the creation myth of Hesiod's Theogony and the portrayal of the gods of popular Greek and Roman religion through this and other works such as Homer's Iliad and Odyssey and Vergil's Aeneid. It is the aim of this course to expand the students' understanding of ancient Greek and Roman literary culture and to equip them with a variety of interpretative methodologies.

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

No prerequisites, or previous knowledge of ancient history required.
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 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 contributions 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."

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".

A reading of one or more books of Virgil's Aeneid. We will use Clyde Pharr's school edition with vocabulary at the foot of the page, reducing much of the usual time-consuming dictionary work. Pace and length of assignment will take into account level of student preparation. Students will read aloud and translate. Discussion will bring into play the historical and cultural setting of Augustan Rome and Italy.

Our focus will be on Book I of Cicero's De Natura Deorum. This book presents an exposition, and subsequent refutation, of Epicurean theology to his wider philosophical project, thereby gaining insights into the philosophical climate contemporary with our author.

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

This course is designed to provide students with a basic understanding of what we, as Americans, refer to as "our right to freedom of speech." We will focus 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. We will explore the history and development of free speech in England and colonial America all the way through recent Supreme Court decisions. There will be four non-cumulative exams, several short writing assignments, a research paper, and an oral presentation. Participation in class discussion is expected and attendance is required.

This course will aim to give students an overview of the contemporary British Media industry. It will set the wider social and political contexts and examine the historical development of the UK's distinctive media culture. The primary focus will be on the broadcast and print sectors. Reference will be made to current debates concerning content and structural regulation and preparations for digital futures.

This course will allow students to learn how to write in a clear, logical, and coherent fashion. Starting out with shorter writing projects, students will receive feedback and advice that will enable them to develop their projects into more substantial papers.

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 contributions 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 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.

**28952**  
**ECON 1680**  
**ECON OF EUROPEAN UNION**  
Meets Reqs: REG TTh  
Meet Time: 11:00 AM to 12:15 PM  
**PUBHL A522**  
Meet Time: TBA  
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 labour 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 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.

**18714**  
**ENGLISH 1551**  
**HIST & POLITICS ENGLISH LANG**  
Meet Time: T  
Meet Time: 06:00 PM to 08:30 PM  
**CL 244A**  
Meet Time: TBA  
Li, Jinying  
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.

**10902**  
**ENGLISH 0540**  
**WORLD FILM HISTORY**  
Meet Time: M  
Meet Time: 01:00 PM to 04:50 PM  
**CL 332**  
Meet Time: TBA  
Li, Jinying  
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 languages in film development--European avant-garde films, the British documentary, the classic Hollywood film, etc.

**21794**  
**ENGLISH 1190**  
**BRITISH FILM**  
Meet Time: T  
Meet Time: 12:00 AM to 12:00 AM  
**CL 444**  
Meet Time: TBA  
3 Credits

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

**11163**  
**ENGLISH 1920**  
**ADVANCED SEMINAR IN FILM STUDIES**  
Meet Time: T  
Meet Time: 01:00 PM to 04:50 PM  
**CL 444**  
Meet Time: TBA  
3 Credits

This capstone course designed for senior Film Studies majors focuses on two concepts central to current theoretical discourse in the field: 'media' and 'spectatorship.' Although students will have surely encountered these terms in previous courses, this seminar demands an in-depth, advanced investigation of their formulation and intersection in order to discuss contemporary debates at the heart of film studies scholarship. What does it mean to be a spectator of cinema? Is the film spectator different from the spectator of related media, such as television or digital art? How do we 'watch' with our bodies as well as our eyes within and across different forms of visual media? Do certain genres apply pressure to theories of spectatorship relying on psychoanalytic, cognitivist, phenomenological, or other conceptual frameworks? How do issues of gender, nation, history, identification, and reception shape our notions of both media and spectatorship? Demanding, critically complex readings in film theory and film history will open up our discussion of such questions, and students will pose (and answer) questions of their own in essays, presentations, and weekly journals.

**11377**  
**ENGLISH 0300**  
**INTRODUCTION TO LITERATURE**  
Meet Time: W  
Meet Time: 11:00 AM to 12:15 PM  
**CL 139**  
Meet Time: TBA  
McDermott, Ryan J  
3 Credits

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

**11848**  
**ENGLISH 0310**  
**THE DRAMATIC IMAGINATION**  
Meet Time: W  
Meet Time: 06:00 PM to 08:30 PM  
**CL 327**  
Meet Time: TBA  
McDermott, Ryan J  
3 Credits

Dramatic Imagination introduces students to basic principles and theories about dramatic literature. The course has five major goals: 1) understanding the nature of drama; 2) close reading of a text; 3) understanding the three genres: tragedy, comedy, and tragic-comedy; 4) considering the social, political, psychological, or philosophical contexts of the plays; and 5) understanding the relationship between text and staged production. Readings will include plays from a range of historical eras as well as writings about drama.
This course explores the related activities of reading poetry and writing responsively to the forms, ideas, and meanings we find therein. We will read poems from various moments in history, including poems from our contemporary culture. Our work will be guided by the following questions: What differentiates poetry from other uses of language? How is it that one poem can carry so many "meanings”? What might poetry be good for in a culture such as ours?

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Not poetry and not drama, "prose” has come to signify any writing that speaks in ordinary language, whether to tell a story or argue an idea. But within this broad category we find a rich variety of lengths, shapes, sizes, and styles, which lay claim to a wide range of degrees of "truthfulness"–from the supposedly factual scientific article or personal account to the fantastic and surreal in fiction. This section examines the difference between "fiction” and "non-fiction,” as well as between different forms of fiction, by examining borderline cases: we will read novels which border on various forms of non-fiction, as well as hybrid texts which are ambiguously novels and short story collections.

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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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The class focuses on short stories in the context of the lives of major writers from different cultures such as Argentina, Canada, France, Russia, and the US. We use the events of their lives and especially their thinking on sexuality to shape our reading of the stories they write including films based on these tales. A guest speaker and field trip are included. (credit for the Writing requirement and for the Gender, Sexuality, and Women's Studies certificate)
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11181  ENGLISH ENGLIT 0500 INTRO TO CRITICAL READING Whitney,Brenda Joy
Meets Reqs: LIT W
03:00 PM to 03:50 PM CL 151 3 Credits
This course focuses on engagement with literary texts and on interpretation and evaluation of their language, ideas, and purposes. We will focus on several texts drawn from different genres and historical periods; we will also read literary criticism that comments on the primary works and demonstrates various critical methods and concerns.

19919  ENGLISH ENGLIT 0500 INTRO TO CRITICAL READING Andrade,Susan Z
Meets Reqs: LIT W
03:00 PM to 04:15 PM CL 237 3 Credits
This course focuses on engagement with literary texts and on interpretation and evaluation of their language, ideas, and purposes. We will focus on several texts drawn from different genres and historical periods; we will also read literary criticism that comments on the primary works and demonstrates various critical methods and concerns.

10544  ENGLISH ENGLIT 0500 INTRO TO CRITICAL READING Forlow,Racheal Genevieve
Meets Reqs: LIT W
04:30 PM to 05:45 PM CL 304 3 Credits
This course focuses on engagement with literary texts and on interpretation and evaluation of their language, ideas, and purposes. We will focus on several texts drawn from different genres and historical periods; we will also read literary criticism that comments on the primary works and demonstrates various critical methods and concerns.

16898  ENGLISH ENGLIT 0500 INTRO TO CRITICAL READING Glover,Geoffrey J
Meets Reqs: LIT W
09:00 AM to 09:50 AM VICTO 111 3 Credits
This course focuses on engagement with literary texts and on interpretation and evaluation of their language, ideas, and purposes. We will focus on several texts drawn from different genres and historical periods; we will also read literary criticism that comments on the primary works and demonstrates various critical methods and concerns.

11568  ENGLISH ENGLIT 0505 LECTURES IN LITERATURE Johnson,Hannah Rose Hakimzadeh,Sarah
Meets Reqs: LIT M
03:00 PM to 04:15 PM CL 324 3 Credits
This course explores a wide range of literature in English under a common theme. The theme for 2009-2010 will be "Adaptations": how do more recent stories, films, poems, and plays adapt classics such as Shakespearean drama, fairy tales, or gothic novels? Weekly lectures will offer a critical introduction to problems of adaptation in various historical periods. Several guest lecturers from the English Department will provide alternative perspectives on literary history and will address questions about how literary and cultural values translate (or are lost in translation) as a story is adapted to a different time period, genre, or artistic medium. In recitation seminars, students will have the opportunity to discuss the course reading in detail and to explore in small groups the issues and arguments raised in the lectures.

10980  ENGLISH ENGLIT 0560 CHILDREN AND CULTURE Bickford,Tyler
Meets Reqs: LIT T
11:00 AM to 12:50 PM PUBHL A115 3 Credits
This course studies Children's Literature through an investigation of the history of childhood through its representations in children's books and other media (such as film and television) and fields of study (history, philosophy, psychology, and so on).

11283  ENGLISH ENGLIT 0562 CHILDHOOD'S BOOKS Weikle-Mills,Courtney Anne
Meets Reqs: LIT TTh
04:00 PM to 05:15 PM CL 242 3 Credits
With an emphasis on epic narratives, visual storytelling, language play, and awareness of textual construction, children's literature has had a long tradition of pushing the boundaries of literary form. Furthermore, writers and illustrators of children's books have been influenced by larger innovations and changes in literature and art, and a number of those at the vanguard of these movements have taken a special interest in writing for children. In this class, we will read children's literature from the eighteenth- to the twenty-first century, focusing on its innovations. It is appropriate for anyone with an interest in children's literature, including those pursuing the children's literature certificate, English majors and minors interested in children's literature within the context of literary history, and creative writers interested in children's literature in relation to literary craft. Authors will include Lewis Carroll, Gertrude Stein, Neil Gaiman, J.K. Rowling, Rebecca Stead, Shaun Tan, and Chris Van Allsburg.

10979  ENGLISH ENGLIT 0562 CHILDHOOD'S BOOKS Davies,Kathleen Joann
Meets Reqs: LIT MWF
02:00 PM to 02:50 PM CL 206 3 Credits

This course examines writing for young people from the 1600s to the present. To give coherence to our examinations, we will focus on the writing of education—books that seek to instruct the child as well as those that narrate the process of schooling. Our examinations of the texts will involve detailed analysis of their specifically literary qualities, with attention to the historical contexts in which the texts were produced and received. "Childhood's Books” is an English Literature course and, as such, requires that students produce a substantial amount of high-quality writing over the course of the semester.

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<th>Course Title</th>
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This section of Introduction to Shakespeare will focus on plays arguably representing the best of Shakespeare's output in the genre of comedy (Twelfth Night) and of tragedy (Hamlet), as well as two powerful history plays that set up a history that's really a tragedy (Richard III). We shall screen all or parts of adaptations for our major plays, and attend a local production if relevant to what we're studying. Students will be required to do one objective examination, write critical papers, and contribute to the class in various ways. There will also be ample allowance for students to engage in creative writing and/or creative projects as an option to replace a critical paper.

This course examines how is 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 will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental works.

11378 ENGLISH ENGLIT 0625 DETECTIVE FICTION
Meets Reqs: LIT TTh 04:00 PM to 05:15 PM
Kemp,Mark A R
3 Credits

This course will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" school and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental works.

29601 ENGLISH ENGLIT 0625 DETECTIVE FICTION
Meets Reqs: LIT MWF 11:00 AM to 11:50 AM
CL 342 3 Credits

This course will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" school and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental works.

17772 ENGLISH ENGLIT 0626 SCIENCE FICTION
Meets Reqs: LIT TTh 02:30 PM to 03:45 PM
CL 213 Smith,Philip E
3 Credits

This course introduces students to the major ideas, themes, and writers in the development of science fiction as a genre. Discussions will help students to understand and use critical methods for the analysis of science fiction.

17771 ENGLISH ENGLIT 0626 SCIENCE FICTION
Meets Reqs: LIT MWF 12:00 PM to 12:50 PM
CL 206 Glover,Geoffrey J
3 Credits

This course introduces students to the major ideas, themes, and writers in the development of science fiction as a genre. Discussions will help students to understand and use critical methods for the analysis of science fiction.

11852 ENGLISH ENGLIT 0636 THE GOTHIC IMAGINATION
Meets Reqs: LIT MWF 12:00 PM to 12:50 PM
CL 130 Salzer,Kenneth J.
3 Credits

This course examines the history and conventions of gothic fiction. We will read closely a range of gothic fictions to consider their treatment of such matters as sexuality, nation, race, and class, and to consider how the fantastical rendition of such political and social matters is related to the historical and cultural circumstances in which gothic fictions are written and read.

29600 ENGLISH ENGLIT 0642 COMEDY
Meets Reqs: LIT W 06:00 PM to 08:30 PM
VICTO 114 Aziz,Jeffrey
3 Credits

From the beginning of cultural memory, Comedy seems to have existed in the shadow of its more dignified, more serious dramatic sibling, Tragedy. Popular, grotesque, often mocking everything that we take to be good and true, Comedy nevertheless has an energy not to be denied, confronting our greatest fears, often while wearing someone else's clothes. This course will confront the comic form from classical Greece to modernity, as well as exploring the critical effort to understand the comic form from Aristotle to Mikhail Bakhtin to Northrop Frye. Further, we will examine the phenomenon of comic transvestism from Greek drama to Hedwig and the Angry Inch. Texts may include Aristophanes' The Poet and Medea, Shakespeare's The Taming of the Shrew, Oscar Wilde's The Importance of Being Ernest, Mel Brooks' The Producers, and Nick Frost and Simon Pegg's The World's End. A good time will be had by all.

28908 ENGLISH ENGLIT 1101 INVENTION OF ENGLISH
Meets Reqs: EX M 06:00 PM to 08:30 PM
CL 213 McDermott,Ryan J
3 Credits

This course examines how five of Shakespeare's most famous plays--Romeo and Juliet, Henry V, Hamlet, Othello, and Macbeth--have been reinvented in modern popular culture and film. We will explore how Shakespeare's words, plots, and characters become radically transformed as they appear in these new guises: What happens when Shakespeare is transplanted into a non-western context (as in Kurosawa's Throne of Blood)? What happens when iconic moments from Shakespeare appear in popular popular forms like South Park or Gnomeo and Juliet? How do filmmakers such as Orson Welles use visual techniques that approximate the power of Shakespeare's language? Students will have the opportunity to make their own creative adaptations in a medium of their choice.

28907 ENGLISH ENGLIT 1127 SHAKESPEARE ON FILM
Meets Reqs: EX TTh 11:00 AM to 12:15 PM
CL 208A Waldron,Jennifer Elizabeth
3 Credits

The course investigates how five of Shakespeare's most famous plays--Romeo and Juliet, Henry V, Hamlet, Othello, and Macbeth--have been reinvented in modern popular culture and film. We will explore how Shakespeare's words, plots, and characters become radically transformed as they appear in these new guises: What happens when Shakespeare is transplanted into a non-western context (as in Kurosawa's Throne of Blood)? What happens when iconic moments from Shakespeare appear in popular popular forms like South Park or Gnomeo and Juliet? How do filmmakers such as Orson Welles use visual techniques that approximate the power of Shakespeare's language? Students will have the opportunity to make their own creative adaptations in a medium of their choice.

12087 ENGLISH ENGLIT 1150 ENLIGHTENMENT TO REVOLUTION
Meets Reqs: EX TTh 01:00 PM to 02:15 PM
CL 206 Carr,Stephen L
3 Credits

This course will be based in an intense, playful, self-critical and exuberant exploration of a half-dozen or so canonical masterpieces from late 1600s to the early 1800s, all of which are themselves intense, playful, self-critical and wildly exuberant. The focus is partly historical: how do literary forms morph or mutate when used in different circumstances by members of groups newly entered into literary culture? But the course is also located in our own circumstances: how can exemplary literary performances from an earlier time be put to productive critical and imaginative use in the present? What are appropriate and productive ways of actively engaging literary masterpieces so that they might be newly effective today?
This course will focus on the theme of transformation as it was experienced, imagined and debated in a century of explosive technological, political and cultural change. We will be studying poetry, non-fictional prose, cultural and aesthetic criticism and a few short novels to explore views of personal identity, morality, science, political theory, art and nature.

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<td>Redcay, Anna M</td>
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<td>16901</td>
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A description is not available at this time.

**Course Details**

- **26286**: ENGLISH 1199 TOPICS IN BRITISH LITERATURE
  - Meets Reqs: EX HS
  - TTh 01:00 PM to 02:15 PM
  - 3 Credits

- **26285**: ENGLISH 1360 TOPICS IN 20TH CENTURY LIT
  - Meets Reqs: LIT
  - TBA 12:00 AM to 12:00 AM
  - 3 Credits

- **27197**: ENGLISH 1360 TOPICS IN 20TH CENTURY LIT
  - Meets Reqs: LIT
  - TBA 12:00 AM to 12:00 AM
  - 3 Credits

- **10746**: ENGLISH 1380 WORLD LITERATURE IN ENGLISH
  - Meets Reqs: EX COM
  - T 06:00 PM to 08:30 PM
  - 3 Credits

- **11246**: ENGLISH 1645 CRITL APPRCH TO CHILDREN'S LIT
  - Meets Reqs: EX Th
  - CL 206 06:00 PM to 08:30 PM
  - 3 Credits

- **26284**: ENGLISH 1760 TOPICS IN POPULAR CULTURE
  - Meets Reqs: EX
  - TBA 12:00 AM to 12:00 AM
  - 3 Credits

- **16901**: ENGLISH 1900 JUNIOR SEMINAR
  - Meets Reqs: W TTh
  - 11:00 AM to 12:15 PM
  - 3 Credits

- **28899**: ENGLISH 2185 FRANTZ FANON
  - Meets Reqs: M
  - TBA 02:00 PM to 04:50 PM
  - 3 Credits

- **28902**: ENGLISH 1360 TOPICS IN 20TH CENTURY LIT
  - Meets Reqs: LIT
  - TBA 06:00 PM to 08:30 PM
  - 3 Credits
This interdisciplinary course will explore the conscious and subconscious images and ideas we carry about the Caribbean -- amongst them notions of the Caribbean as a paradise, a place of musical and sensual pleasure, a tourist destination; our backyard; a region of anti-American revolutions, military confrontations and military bases; a place of poverty, failed states, hurricanes, and earthquakes. By studying literature, film, music, political speeches, sociological and historical accounts, and experiments in sustainable development and cooperative farming, we will examine various encounters between the US and the Caribbean, asking: What relationship do I as an American have with the Caribbean? How is that relationship shaped by history? What other relationships with the Caribbean are open to me? How can I shape those relationships? What do I need to know about the Caribbean in order to be an effective global citizen and with whom can I work to become one? Assigned texts will include the memoir The World is Moving Around Me about the 2010 Haitian earthquake; a novel entitled Song of the Water Saints (about the Dominican Republic and the USA); a selection of poetry and performance poetry, cartoons, newspapers, and blogs; Caribbean landscape painting and postcards; the documentary film La Operación Guevara, the web-based Guantánamo Public Memory Project, music by Jimmy Cliff and Bob Marley amongst others, representations of Cuban guerrilla leader Che Guevara, and the film Nothing Like Chocolate about a cooperative chocolate plantation. Requirements for the course will include timely completion of all assigned texts, active contribution to class discussion, occasional journals, one short paper, a web-based project or an interview project, and a longer original research paper on a topic students develop in consultation with the instructor. Students should be willing to share work in progress. Anyone with a GPA of 3.25 is eligible to take a University Honors College course. Bio: Shalini Puri teaches courses on World Literature, the Americas, and Interdisciplinary Methods. She was awarded the Chancellor's Distinguished Prize for Teaching in 2010. She likes to teach literature alongside other arts, politics, and cultural debates. If you'd like to get a feel for her approach to engaged interdisciplinary research on the Caribbean, take a look at the website she created for her newest book: www.urgentmemory.com.

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This interdisciplinary course will explore the conscious and subconscious images and ideas we carry about the Caribbean -- amongst them notions of the Caribbean as a paradise, a place of musical and sensual pleasure, a tourist destination; our backyard; a region of anti-American revolutions, military confrontations and military bases; a place of poverty, failed states, hurricanes, and earthquakes. By studying literature, film, music, political speeches, sociological and historical accounts, and experiments in sustainable development and cooperative farming, we will examine various encounters between the US and the Caribbean, asking: What relationship do I as an American have with the Caribbean? How is that relationship shaped by history? What other relationships with the Caribbean are open to me? How can I shape those relationships? What do I need to know about the Caribbean in order to be an effective global citizen and with whom can I work to become one? Assigned texts will include the memoir The World is Moving Around Me about the 2010 Haitian earthquake; a novel entitled Song of the Water Saints (about the Dominican Republic and the USA); a selection of poetry and performance poetry, cartoons, newspapers, and blogs; Caribbean landscape painting and postcards; the documentary film La Operación Guevara, the web-based Guantánamo Public Memory Project, music by Jimmy Cliff and Bob Marley amongst others, representations of Cuban guerrilla leader Che Guevara, and the film Nothing Like Chocolate about a cooperative chocolate plantation. Requirements for the course will include timely completion of all assigned texts, active contribution to class discussion, occasional journals, one short paper, a web-based project or an interview project, and a longer original research paper on a topic students develop in consultation with the instructor. Students should be willing to share work in progress. Anyone with a GPA of 3.25 is eligible to take a University Honors College course. Bio: Shalini Puri teaches courses on World Literature, the Americas, and Interdisciplinary Methods. She was awarded the Chancellor's Distinguished Prize for Teaching in 2010. She likes to teach literature alongside other arts, politics, and cultural debates. If you'd like to get a feel for her approach to engaged interdisciplinary research on the Caribbean, take a look at the website she created for her newest book: www.urgentmemory.com.
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.

10493  FR-ITAL  FR 0058  ADVANCED FRENCH CONVERSATION
MW  12:00 PM to 12:50 PM  CL 235  Ganster, Anne Marie
1 Credit

This one-unit course 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. TAUGHT IN FRENCH

20992  FR-ITAL  FR 0080  MODERN FRENCH NOVEL
Meets Reqs: LIT W  TTh  09:30 PM to 10:45 PM  CL 249  Meccia, Giuseppina
3 Credits

This course is an introduction to the modern French novel as developed in France. We will explore gender and national identity, racial issues, embodiment, the natural world, political violence, aesthetic experience, memory, and practices of freedom. Spanning the second half of the twentieth century, we will explore a variety of modern literary techniques and concerns associated with surrealism, négritude, existentialism, the New Novel, écriture fâminine, decolonization, and post-colonial thought. This course fulfills the Writing Requirement (not a credit requirement) for the French major and the LIT general education requirement. TAUGHT IN ENGLISH.

28546  FR-ITAL  FR 1033  BUSINESS FRENCH
MWF  10:00 AM to 10:50 AM  CL 202  Wells, Brett David
3 Credits

Dans ce cours de sociolinguistique appliqué, nous nous concentrerons sur le françois des affaires ainsi que sur les domaines d'activité dans lesquels la maîtrise d'un code particulier s'avère obligatoire. En étudiant les lexiques, les champs sémantiques et les caractéristiques stylistiques qui appartiennent à ce code, nous essaierons également de répondre à la question suivante : qu'est-ce qu'une langue de spécialité ? En effet, le français professionnel comprend bien plus que les codes commerciaux. Chaque maître oblige à ses pratiquants une compréhension des terminologies/phrasologies/contextes socioculturels qui lui sont propres. Cours pratiques : au moins deux des cours suivants : 20, 21, 27, 55, 56. EN FRANÇAIS

28547  FR-ITAL  FR 1053  GLOBAL FRENCH
TTh  09:30 AM to 10:45 AM  CL 202  Hogg, Chloe Alice
3 Credits

Global French examines texts, objects, and spaces that allow us to think about cultural production in French in different transnational, transcultural, global, and historical contexts. By placing the definition of 'Global French' (as critical approach and field of study) at the center of this course's investigations, Global French involves students in the exploration of a series of cutting-edge questions posed in French and francophone studies today: What does it mean to 'do' global French? How can we rethink French/francophone literature and culture in a world perspective? How does the recent turn toward the global reshape the disciplines of French and francophone studies? Students will investigate these questions through the means of literary and cultural analysis, problem-driven writing assignments, and original research. Course materials range from medieval texts to contemporary French and francophone cultural production and include literary texts, cultural and historical documents, film and visual media, critical readings, and online and digital media. This cross-century approach encourages students to pursue their investigations into ways of imagining, representing, or feeling global connections in French across different historical periods and national/regional boundaries. Coursework and discussions are in French, enabling students to develop and refine their linguistic skills in French (speaking, reading, writing, and listening). As a Writing-Intensive course, this seminar gives you the opportunity to define and explore questions about global French, engage in original research, and test and revise your ideas through different kinds of writing activities conducted throughout the semester. You will produce a total of 20–25 pages of written French (much of it with substantial revision), including two short essays of reflection and analysis, a research project, and informal writing. Course taught in French.

28543  FR-ITAL  FR 1085  WOMEN'S VOICES IN FRENCH LIT
Meets Reqs: EX  TTh  11:00 AM to 12:15 PM  CL 244B  Kosinski, Renate
3 Credits

In this course we will explore how women writers from the twelfth to the twentieth centuries construct authoritative voices for themselves; how they see their place in society and deal with the conflicts between the learned sphere and married life; and how, through their own writings, they both integrate themselves into existing traditions and create new ones. Texts include the Lais of the medieval writer Marie de France; works by Christine de Pizan and several Renaissance poets (including Louise Labé); epistolary novels of the 18th century as well as works by Colette and the modern African writer Mariama Bâ. We will also explore the role of French women artists in one or several Renaissance poets (including Louise Labé); epistolary novels of the 18th century as well as works by Colette and the modern African writer Mariama Bâ. We will also explore the role of French women artists in one or several Renaissance poets (including Louise Labé); epistolary novels of the 18th century as well as works by Colette and the modern African writer Mariama Bâ. We will also explore the role of French women artists in one or several Renaissance poets (including Louise Labé); epistolary novels of the 18th century as well as works by Colette and the modern African writer Mariama Bâ.

16989  FR-ITAL  FR 1902  DIRECTED STUDY
12:00 PM to 12:00 AM  TBA  Wells, Brett David
1 - 3 Credits

THIS COURSE ENABLES THE STUDENT WHO HAS COMPLETED, OR NEARLY COMPLETED, THE FRENCH MAJOR TO DO RESEARCH UNDER THE DIRECTION OF A FACULTY MEMBER, ON A TOPIC OF MUTUAL INTEREST.

11008  FR-ITAL  FR 1905  INTERNSHIP IN FRENCH
12:00 AM to 12:00 AM  TBA  Wells, Brett David
1 - 6 Credits

THE STUDENT WILL WORK IN A JOB SETTING IN WHICH KNOWLEDGE OF THE FRENCH LANGUAGE AND ONE OR MORE OF THE CULTURES OF FRENCH EXPRESSION IS NECESSARY.

28544  FR-ITAL  FR 2402  TOPICS 17TH & 18THC FR CULTURE
Th  02:30 PM to 04:55 PM  IS 406  Hogg, Chloe Alice
3 Credits
The social and cultural implications of expressing controversial forms of narrative subjectivities exerted an enormous pressure on the novel form in early 20th-century France. In the case both of Marcel Proust and Andre Gide, the attempt to simultaneously show and conceal characters and narrative developments running counter to readers expectations forced the writers to explore the very structure of the novel until it became almost unrecognizable. The main point of controversy, of course, is related to the figuration and (de)figuration of same-sex love and relationships. However, unheard-of political and social controversies also pushed the limits of traditional representation: the carnage of WW1, changing race and class relations, and the overt political struggle between religious and secular ethics are all somehow narrated and characterized in a profoundly new way of writing novels. We will read 5 volumes of A La Recherche du Temps Perdu, and two novels written by Gide in the 1920s, Les Faux-Monnayeurs and Les Caves du Vatican. Our theoretical framework will draw from gender studies, the theory of the novel, political theory and esthetics. The class will be taught in French, but all readings are available in English translation and accommodations will be made for students from outside the French department.

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<tr>
<th>Course Code</th>
<th>Days</th>
<th>Start Time</th>
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<th>Location</th>
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<tr>
<td>28545</td>
<td>FR</td>
<td>02:30 PM</td>
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<td>CL 1325</td>
<td>Meccia,Giuseppina</td>
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<td>24538</td>
<td>FR</td>
<td>12:00 AM</td>
<td>12:00 AM</td>
<td>TBA</td>
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<td>CL G18</td>
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A description is not available at this time.
### LITERARY ITALIAN 2

**Course Code:** ITAL 0061  
**Credits:** 3  
**Meeting Time:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Instructor:** Whitehead, Jeffrey

The course deals with the representation of women and the idea of the feminine in the works of some male Italian writers, as well as with the contribution of some Italian women writers to Italian literature and culture. The presence of women in the history of Italian culture will be examined in the contexts of narrative fiction, poetry, theater and film. The readings selected (poems, short stories, one-act plays) will present the students with a variety of concrete examples of written literary Italian and, in combination with the film or films, will offer the opportunity for discussion of many different issues related to the central theme. In addition to regular assignments, aimed at reviewing some of the most difficult points of Italian grammar and syntax, students will be asked to complete a series of short 1-2 page papers, mostly critical responses to assigned reading/viewing, but also detailed summaries or descriptions, and brief creative-writing projects. This course is one of three possible courses that satisfy the fifth semester requirement (either 0060W or 0061W or 1041W) for majors both in the traditional Italian major and the new Italian Studies major; it is conducted entirely in Italian and satisfies the School of Arts and Sciences "W" requirement. Expected class size: 15 students.

### ITALIAN CULTURAL HERITAGE 2

**Course Code:** ITAL 0081  
**Credits:** 3  
**Meeting Time:** 03:00 PM to 04:15 PM  
**Location:** WWP 5401  
**Instructor:** Coleman, James K

Through the close reading of major Italian thinkers, storytellers, poets and artists, as well as scientists, historians and journalists, from the Renaissance to the post-war period, this course aims to make the student aware of the richness and complexity of the Italian cultural heritage, and of the great influence it has exerted on all of Western culture in virtually every age. The instructor will introduce students to the various periods which the course is intended to encompass, and illustrate the cultural movements and historical events which served as context to the works selected. Audio-visual material will be used to complement readings and class discussion. No knowledge of Italian is required. No prerequisites. This course satisfies the Foreign Culture Requirement and may be applied to both Italian major and minor tracks.

### ITALIAN CINEMA

**Course Code:** ITAL 0086  
**Credits:** 3  
**Meeting Time:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Instructor:** Whitehead, Jeffrey

A description is not available at this time.

### ITALIAN THEATRICAL WORKSHOP

**Course Code:** ITAL 1041  
**Credits:** 3  
**Meeting Time:** 04:30 PM to 05:45 PM  
**Location:** CL G19A  
**Instructor:** Savoia, Francesca

1. In this 'Italian Theatrical Workshop' the students, under the instructor's supervision, and working both individually and in groups, will engage in a variety of different and yet closely related and interdependent activities: oral reading, storytelling, role-playing, improvisation, the creation and enactment of their own dialogues and scenarios, the close reading, study, interpretation and performance of pre-existing theatrical texts, and the adaptation to a script and performance of narrative pieces. A sample of the best products of our activities during the semester will become the subject of a final public recital which will be publicized in all Italian classes. Grading is based on participation in the class and recitation activities, written assignments, portfolio and final recital.2. Prerequisite: Italian 0060, 0061, or completion of Italian 0004 with B+ or better.3. A weekly 50-min, 0-credit recitation will be conducted and supervised by the course instructor. Students enrolled in the course must also be enrolled in the recitation.4. Class size: 15-18 students.5. This course is offered on a three-term rotation basis (not including the Summer term).

### SPECIAL TOPICS

**Course Code:** ITAL 1060  
**Credits:** 3  
**Meeting Time:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Instructor:** Whitehead, Jeffrey

A description is not available at this time.

### LITERATURE AND POLITICS

**Course Code:** ITAL 1070  
**Credits:** 3  
**Meeting Time:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Instructor:** Whitehead, Jeffrey

A description is not available at this time.

### FULBRIGHT SEM IN ITAL STUDIES

**Course Code:** ITAL 1078  
**Credits:** 3  
**Meeting Time:** 11:00 AM to 12:15 PM  
**Location:** CL G18  
**Instructor:** Whitehead, Jeffrey

1. The first part of the course focuses on the diplomatic initiatives of the League of Nations to prevent the trade and on the drawing of international conventions against human trafficking and the enslavement of women and children. The second part of the course discusses the case of Italy where a high ranking police inspector coordinated the investigations on abduction cases reported nationwide. His periodic reports to government authorities and the League of Nations, spanning a period of twenty years, was based on the interrogation of prostitutes, prison inmates and sex offenders; they shed light into early 20th Century civil society, science, investigative procedures, private and public ethics as well as into. The Learning objective of the course is to introduce students to new interpretive issues (and sources) on human trafficking, the exploitation of women and children, and the crime prevention strategies implemented in 20th Century Europe. The Course also explores the pedagogy of punishment and reeducation as construed by literature, art and science, providing tools for understanding the social.2. No prerequisites.3. Requirements not yet known.4. Class size: 20 students.5. This course is not offered on any regular basis.

### ITALIAN RENAISSANCE LITERATURE

**Course Code:** ITAL 1082  
**Credits:** 3  
**Meeting Time:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Instructor:** Whitehead, Jeffrey

A description is not available at this time.

### MODERN ITALIAN LITERATURE

**Course Code:** ITAL 1083  
**Credits:** 3  
**Meeting Time:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Instructor:** Whitehead, Jeffrey

A description is not available at this time.
This course explores the literary trends of Italian Literature (novels, plays, poetry, criticism) written between 1890 and 1970, specifically from the literary experimentalism of the late 1800s to the political movements of the late 1960s. The student will investigate selected texts by Italo Svevo, Luigi Pirandello, Alberto Moravia, Pier Paolo Pasolini, and many others within the broader frame of the historical and cultural period, and will become familiar with the major literary and artistic currents of the time. This course will address the following issues: the crisis/reaction of the intellectual to sweeping historical and political changes, the value of literary experimentalism in different genres, and the literary construction of both individual and national identities. This course will be conducted in English and will consist of both lectures and in-class discussion. It fulfills the literature requirement.

**24543**  
FR-ITAL ITAL 1085 DANTE, PETRARCH, AND BOCCACCIO  
Meets Reqs: LIT  
12:00 AM to 12:00 AM TBA  
Whitehead, Jeffrey Robert  
3 Credits

A description is not available at this time.

**10021**  
FR-ITAL ITAL 1902 DIRECTED STUDY  
Meets Reqs: LIT  
12:00 AM to 12:00 AM CL 1325  
Savoia, Francesca  
1 - 4 Credits

A description is not available at this time.

**27008**  
FR-ITAL ITAL 1903 HONRS DIR RESEARCH: ITAL MAJS  
12:00 AM to 12:00 AM TBA  
Savoia, Francesca  
1 - 3 Credits

A description is not available at this time.

**24549**  
FR-ITAL ITAL 1905 INTERNSHIP IN ITALIAN  
12:00 AM to 12:00 AM TBA  
Whitehead, Jeffrey Robert  
1 - 6 Credits

A description is not available at this time.

**28548**  
FR-ITAL ITAL 2420 GOLDONI  
Th  
02:30 PM to 04:45 PM CL 1325  
Savoia, Francesca  
3 Credits

1. The course is devoted to the study of the life and works of Carlo Goldoni (1707-1793). We will sample the plentiful autobiographical material he left; we will read and carefully analyze at least half a dozen of his Italian plays, several of his plays in Venetian dialect, as well as some of his opera librettos. Every phase of Goldoni's long career--from his beginnings in Venice to the French experience of his last years--will be considered. The aim is that of outlining and familiarizing ourselves with the most important features of Goldoni's theater, weighing the significance of his contribution to modern Italian and European theater, as well as determining the very personal (at times contradictory) way in which he lived, assimilated and translated in his work the general aspirations and ideals of the Enlightenment era. Undergraduate seniors majoring in Italian and graduate students of other disciplines with reasonable listening comprehension and reading knowledge of Italian are welcome (the latter will be allowed to do their presentations and complete their term papers in English).  
2. Prerequisite: graduate standing in Italian or permission of the instructor.  
3. Requirements: Class participation 30%; individual oral presentations 30%; final paper 40%.  
4. Class size: 10 students.  
5. This course is not offered on any regular basis.

**24551**  
FR-ITAL ITAL 2701 SPECIAL TOPICS  
T  
02:30 PM to 04:55 PM CL 1325  
Coleman, James K  
3 Credits

In this course a close study of the works of Niccolò Machiavelli will serve as a point of entry for an interdisciplinary exploration of Renaissance Italy from the late fifteenth to early sixteenth centuries. We will study Machiavelli's contributions to numerous fields--political theory, historiography, theater, epistolography, linguistics, etc.--in relation to those of his major contemporaries, including Francesco Guicciardini and Ludovico Ariosto. Students will gain a deep understanding of Machiavelli's radically innovative ideas, the cultural and political context that shaped his works, and the violent controversies that they provoked. Prerequisites: Graduate standing or permission from the instructor. Students from other departments and programs are welcome. Readings and assignments can be adapted to meet the research agendas of students working in other European cultural traditions and having little or no knowledge of the Italian language.

**16468**  
GERMANIC GER 1001 GERMAN WRITING  
Meets Reqs: W  
01:00 PM to 02:15 PM CL 339  
Colin, Amy  
3 Credits

This course focuses on strengthening students' composition skills in German by emulating different types of writing. The course proceeds from simple forms of writing such as narration to complex ones such as argumentation and textual analysis. In addition, the textbook Der treffende Ausdruck by Brigitte M. Turnearou introduces students to fascinating and amusing German stories, while allowing them concurrently to review systematically crucial grammatical concepts, to enlarge their vocabulary, and to master semantic distinctions. Students will write approximately 10 compositions (and revisions of them) throughout the semester and complete numerous grammar and semantic exercises. Each student will have the opportunity to present a topic of his or her choice and main interest to class and discuss it with fellow students. In short, each student will have the chance to teach part of a class following his or her own ideas. Students will receive bi-weekly syllabi instead of one syllabus for the entire semester to ensure maximum flexibility for accommodating the needs of the class. The grading in this course is performance-based, i.e., no credit is given for practice exercises and attendance. Also, no extra-credit assignment will be given for improving the final grade. Students should be willing to spend significant time on this course, especially with drafting and rewriting their compositions. This course fulfills the programmatic W-requirement for German majors (if taken in the appropriate order).

**29166**  
GERMANIC GER 1004 PROF GERMAN 2: GER BUS WRLD  
TTh  
04:00 PM to 05:15 PM CL 129  
Waeltermann, Dieter J  
3 Credits
This is an advanced language course that aims to familiarize students with specialized vocabulary, practices and the culture of German-speaking countries with respect to professional areas, specifically the business world. As the second part of Professional German, this course concentrates on the following areas: Industry (locations, branches, importance), Economy (trade within Germany, the EU, and non-EU countries), Environment (role, policy, importance), as well as Alternative and Renewable Energies (in Germany, in the EU, technology, policy & importance). The course focuses on oral and aural proficiency, appropriate written discourse, and reading. Students will have the opportunity to evaluate and compare German, EU and US practices with respect to industry, trade, technology, energy, and the environment. The course integrates the economic geography and business culture of all German-speaking countries in Europe: Germany, Austria, and Switzerland.

This course introduces students to the German media landscape. Students will work with unedited, authentic materials drawn from current multimedia German news sources as well as from television and film. Thematically, the course explores the pressing issues in today's Germany. While practicing all four skills reading, writing, listening, and speaking, this 1000-level language course focuses on developing students' oral proficiency. The course is taught entirely in German.

Intended to review and solidify the mastery of German grammar and syntax, this course is for learners who wish to use German as a professional tool or to enroll at a German university. Students are expected to: read a variety of texts with a particular emphasis on selections from contemporary literature, journalism, and film; participate actively in class discussions of assigned readings and grammatical topics; research, write, and revise a 8–10 page final paper on a topic of your choice 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.

This course provides additional language practice and practical information 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.

GER 1104: Learning from the Past: Germany after 1945
This course satisfies the Gen. Ed. History Requirement. It focuses on the development of West Germany, especially in the years immediately following World War II and the 1950s through the 1960s. The course takes a comparative approach in analyzing how historical experience has shaped both the rebuilding of the political system as well as collective identity. Germany's first attempt at democracy during the Weimar Republic represents one of the historical points of reference and the economic system the other one. More specifically, this course investigates the role of economic recovery and the narratives about this so-called "Economic Miracle" of the 1950s for the experience of youth and national identity. It integrates two German television documentaries which provide a firsthand experience of what it meant to be young, i.e. 15-25 years of age in the immediate post-war period and the 1950s. A central aspect of exploring this time period is the significance of US-American popular culture and lifestyle for shaping the youth of Germany at the time. This is the first of a two-course sequence for students who are preparing to study at the university level in the humanities or social sciences in German-speaking countries. The course is taught entirely in German and has two overarching objectives: a) strengthening students' German language skills by working on socio-historical content specific to the social sciences by rehearsing important aspects of German grammar and developing German social science vocabulary; b) exploration of contemporary Germany from a historical perspective in order to foster students' understanding of how historical experience shapes the present. Students are required to have successfully completed one of the German Department's 1000-level courses prior to enrollment in this course.

By reading poetry from the 17th through 20th centuries, an 18th century play, and prose fiction from the early 19th and 20th centuries, students will learn the characteristic features of each genre and develop a technical vocabulary to interpret the works in German. We will also learn about some of the different methodologies and theoretical approaches that literary critics employ to analyze texts. There will be a conscious attempt to build upon and expand the reading techniques and strategies learned in 1000-level courses to prepare students for the more advanced literature and culture seminars at the 1200-level. Most of the assigned readings will be in German. Occasionally, more complex theoretical readings and articles from the criticism will be assigned in English. Students will be evaluated on the basis of class participation, unit tests, an hourly and final examination, and written assignments, including a final paper written in German.

Following the fall of the Berlin Wall, hundreds of thousands of Soviet Jews accepted Germany's invitation to 'return.' Many of these immigrants settled in and around the newly established capital, Berlin. More recently, many young Israelis have also found a new home in Berlin. It is estimated that over 20,000 Israelis reside in Berlin today. In view of this, the questions arise: how is this even possible against the backdrop of Germany's past and the devastation of the Holocaust? Indeed, what does it mean to be a Jew in Berlin today? And how do Jews reconcile a Jewish-German identity? This course aims to explore new perspectives of Jewish-German culture and identity via a rich collection of contemporary films, literature, music, and theater set in and around Berlin. The work of filmmaker Dani Levy, the literature of Vladimír Kaminer, Julia Franck, Olga Grjasnowa, and Maxim Biller, the music of Rotfront and the musical phenomenon of Russendisko, and the plays by Marianna Salzmann and Yael Ronen will guide our exploration of this important urban culturescape. (Course to be taught in German.)
We remember their gods in the names of days (Woden's--day, Thor's--day, and Frigg's--day); we celebrate, with an altered purpose, their great festivals at winter solstice and onset of spring; we use such disparate terms from their language as "law," "ransack," and "berserk;" and we name athletic teams after their intrepid pirates the Vikings; but still we know relatively little about the complex culture of ancient northern Europeans. This course will present a cultural survey from about 500 BC to about 1500 AD of this folk. Our sources will be the people's own cultural artifacts: archaeological and anthropological findings, written sagas, oral ballads, traditional legends, customs, superstitions, place names, and language expressions. The course's aim is to show how these artifacts reflect the cultural and personal values of the people who created and used them. Topics covered will include social organization, distribution of labor and wealth, the position of women and children in family and society, and the uses of supernatural beliefs to achieve worldly goals. Where appropriate, parallels will be drawn between modern northern European values and their formative myths from the distant past.

Since its publication in 1812, the Grimm Brothers' Children's and Household Tales found a readership that spanned countries, languages, and generations. Its universal appeal can be traced to its origins: it reflects not only the influence of early 19th Century Germany, but also oral folklore traditions that go back thousands of years and range from as far away as Iceland, the Middle-East, and India. This course introduces students to a wide selection of these and other folktales from the Indo-European tradition as well as to numerous perspectives for understanding these folktales. We will examine the aesthetic, social, historical, and psychological values that these tales reflect, and will also discuss significant theoretical and methodological paradigms within folklore studies, including structural, socio-historical, psychoanalytic, and feminist perspectives. Finally, we will discuss the continuing influence of this folk tradition on popular and elite culture of our time. Two mid-terms and a final exam will contribute respectively 25%, 25%, and 35% to the final grade. Participation in recitation is mandatory and constitutes 15% of the final grade.

Using Goethe's Faust (Part I, 1808; Part II, 1833) as a case study, this course examines a philosophical capacity within literature to stage, and, thereby, to rearticulate a number of defining issues within the European philosophical tradition. We begin with the question 'What is philosophy?' by examining its origins, purpose, and methods as laid out in works from Plato to Heidegger and Brandom. Next we consider how literary theorists have framed the same ontological question for literature, concluding the preparatory work for our reading of Faust with a discussion of Aristotle's Poetics. Goethe's reception of philosophers from Plato through Kant and the German Idealists was piecemeal and often resistant. Yet this same resistance--"I had no organ for philosophy in the usual sense'--can also be read as his creative response to an astonishing array of philosophical problems and metaphysical system-builders from whom he would appropriate and re-purpose conceptual building blocks for his personal salvage operation on philosophy. Taking a cue from this kind of philosophical encounter, students will execute a semester-long contextual reading of Goethe's literary masterpiece--which inaugurates its Faust's journey with the perplexed exclamation, 'Ach Philosophie ['alas, philosophy']--in dialogue with key concepts in the philosophical tradition. To accomplish their reading of Goethe's play as an philosophical text, students will follow its extensive arc--from the 'small' worlds of Faust's study, the natural landscape, and Gretchen's bedchamber in Part I to the 'large' worlds of history, science, art, and politics in Part II--paying special attention to its sub-plots and their complex interweaving. These include, in the first part of the play, the scholar's tragedy; Faust's erotic attachments; and the cosmic wager, and across both parts, the creative and destructive forces in nature and society. We will pay special attention to the metamorphosing characters and metaphorical investments of the play in order to come to terms with its designation on the title-page as 'A Tragedy.' How can this be, we will ask, if Faust is saved? The language of instruction for this course is English. Students from Philosophy, English, the History of Art and Architecture, as well other foreign literature and culture departments, should find it of interest. No knowledge of German is expected. German majors, however, may read the original German text and enroll in a 1-credit language trailer (GER 1903) conducted entirely in German. GER 1512 fulfills the second Literature Requirement, as well as the Foreign Culture Regional Requirement.

A course designed for MA students working under the supervision of a faculty member.

A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses.

A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses.
the broadest light, the course is designed to demonstrate some of the basic tools of analysis with which to approach works of art produced world

previous background in art or art history, is intended to demonstrate how to interpret works of art and architecture. The course will focus on selected works of art produced world-wide, relating them to their historical context. The class will be taught through illustrated lectures and class discussions. In the broadest light, the course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as both aesthetic objects and historic documents.

A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.

A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.

A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.

A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.

A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.

From ancient to modern times, works of art can be understood as significant cultural documents. This introductory course, designed for students with no previous background in art or art history, is intended to demonstrate how to interpret works of art and architecture. The course will focus on selected works of art produced world-wide, relating them to their historical context. The class will be taught through illustrated lectures and class discussions. In the broadest light, the course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as both aesthetic objects and historic documents.

From ancient to modern times, works of art can be understood as significant cultural documents. This introductory course, designed for students with no previous background in art or art history, is intended to demonstrate how to interpret works of art and architecture. The course will focus on selected works of art produced world-wide, relating them to their historical context. The class will be taught through illustrated lectures and class discussions. In the broadest light, the course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as both aesthetic objects and historic documents.
This 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 week 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.

<table>
<thead>
<tr>
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<td>INTRODUCTION TO MODERN ART</td>
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<td>28789</td>
<td>TTh</td>
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<td>EURPN VISL TRADTN RENASNC-PRES</td>
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<td>21132</td>
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<td>INTRO TO CONTEMPORARY ART</td>
<td>Oliver, Alexandra Schochonig Hoblyn</td>
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<td>FOUNDATIONS OF ART HISTORY</td>
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<td>Weis, H Anne</td>
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<td>THE MEDIEVAL BOOK</td>
<td>Jones, Shirin Asgharzadeh-Fozi</td>
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This course explores the history of medieval manuscripts, from the development of the codex in Late Antiquity to the rise of printing in the fifteenth century. We will focus on illuminated examples made for wealthy patrons and institutions, and on the ways in which images and texts were designed together to craft new intellectual and spiritual experiences for the book lovers of the Middle Ages. Class meetings, assignments, and exams will make extensive use of the library’s Special Collections, which has an outstanding collection of high-quality facsimiles that will allow us to examine these priceless manuscripts in close detail.

25029  HA-A  HAA 0302  RENAISSANCE ART  Whitehead, Jeffrey Robert  3 Credits
Meets Reqs:  MA  EX REG  12:00 AM to 12:00 AM  TBA
Transformations in the status, appearance, and meaning of artworks during the European Renaissance have profoundly affected Western visual culture. This course explores the extraordinary experiments of competitive, innovative artists and patrons, going beyond stylistic change to focus on the role of artistic invention in shaping Renaissance society. It considers the shifting functions of the visual arts in Europe between 1250 and 1600. Artists to be discussed include Giotto, Brunelleschi, Donatello, van Eyck, Botticelli, Mantegna, Leonardo, Durer, Michelangelo, Raphael, and Titian. Students will be asked to write short papers on thematic issues throughout the term and, at the end of the semester, they will undertake a more substantial project that engages the research methods of art history.

28793  HA-A  HAA 0302  RENAISSANCE ART  Nygren, Christopher J  3 Credits
Meets Reqs:  MA  EX REG  11:00 AM to 12:15 PM  FKART 125
This course will investigate the works of some famous and not-so famous artist working in Italy between about 1400 and 1550. We will investigate cities like Rome, Florence, and Venice and examine how different communities employed images for the expression of identity, status, and as a strategic means of producing consensus or exploiting social division. We will consider the role that images occupied in political and religious culture as well as in private life, bearing in mind the competing interests of those who commissioned works of art and those who encountered them as beholders. From this multiplicity of uses and responses emerged highly varied conceptions of the nature of images and the role of the artist. The artists we will study include: the original Ninja Turtles (Michelangelo, Raphael, Leonardo, and Donatello), Botticelli, Titian and Brunelleschi, among many others.

28794  HA-A  HAA 0402  WOMEN ARTISTS, 1550-1800  Cymbala, Amy Elizabeth  3 Credits
W  06:00 PM to 08:30 PM  FKART 203
The course will study the social and cultural situation of European women from the 15th through the 18th century, focusing on some of the first women artists who had successful careers at this time (S. Anguissola, Lavinia Fontana, Artemisia Gentileschi, Elisabetta Sirani, Rosalba Carriera, Judith Leyster, Rachel Ruysch, Elizabeth Vigee-Lebrun, Angelica Kauffmann). We will use images of women by both male and female artists as a focal point for discussions of the position of women, attitudes towards women and evidence of the changes that made it possible for women to emerge as professionals in the visual arts at this time.

21134  HA-A  HAA 0480  MODERN ARCHITECTURE  Karakas, Deniz  3 Credits
TTh  01:00 PM to 02:15 PM  FKART 125
From the late eighteenth century, new processes and cultural phenomena that may be globally described as effects of modernization have impinged on architectural design and urban planning throughout the world. The development of new technologies and materials, of colonial expansion and extensive state planning in the 19th century, of multi-national corporations and sprawling urban centers in the 20th century, continue to reshape societies and environments. Through case studies of texts, monuments and sites, this course will investigate the consequences of these trends on architectural design and thought from 1800 to the 20th century.

12056  HA-A  HAA 0810  EXPERIMENTAL CINEMA  Judson, William  3 Credits
M  06:00 PM to 09:50 PM  FKART 204
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 filmmakers’ personal expression. Consideration will be given to the artistic and cultural contexts in which the films were made, and comparisons will be made with other media, including painting and sculpture, and especially experimental video.

21476  HA-A  HAA 1010  APPROACHES TO ART HISTORY  Linduff, Kathleen  3 Credits
Meets Reqs:  W  W  02:30 PM to 04:55 PM  FKART 203
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 subject.

26530  HA-A  HAA 1025  HIST AND ETHICS OF COLLECTING  Weaver, Noelle Christine  3 Credits
TTh  11:00 AM to 12:15 PM  FKART 204
Focusing primarily, but not exclusively, on ancient art and artifacts, this undergraduate seminar explores the history and ethics of collecting art and cultural property. The subject will be approached thematically: issues of ownership, commodification, museum acquisition, private collecting, repatriation, reburial, cultural politics and the religious appropriation of archaeological sites will be discussed, with special emphasis placed on the social and economic impacts of the illicit trade in antiquities. Diverse high-profile case studies, such as the Dead Sea Scrolls, the treasures of Troy, Stonehenge and the Parthenon, will be used to illustrate key problems and present possible solutions. The course will conclude with a consideration of stewardship and the need to foster a sense of shared cultural patrimony.

**25030**  
**HA-A**  
**HAA 1030**  
**SPECIAL TOPICS- MUSEUM STUDIES**  
Whitehead, Jeffrey Robert  
3 Credits  
12:00 AM to 12:00 AM  
TBA  

Through class sessions and museum visits in Florence, students will realize that most of the artworks actually displayed in public museums once belonged to private collectors and were not produced to be seen by a large public. During the course students will explore the history of collecting objects. They will start with the sacred collections of Classical temples, passing then to the libraries of Medieval monasteries and the ideas of the Abbot Suger. They will imagine recreating a Medieval Schatzkammer and an Early Renaissance Studiolo thanks to the remaining precious vases that belonged to Lorenzo the Magnificent and the documents of the Urbino Palace and Isabella d'EsteStudiolo. They will ‘virtually’ visit the Paolo Giovio collection and the real Studiolo of Francesco I, as well as 16th and 17th century Baroque Galleries. They will follow the growth of European National Museums of the nineteenth century (Louvre, British Museum, Bargello) as symbols of national pride. An in-depth study will be done of the Uffizi Gallery in order to understand the transformation of the gallery from the late 16th century to the present day. The last sessions are dedicated to a class research project to be done in some Florentine museums to discuss the role of museums in contemporary life and societies and to realize the difficulties of involving a large public while preserving the collections. We will focus on the questions of the costs, the lending and the restorations of museum collections. Finally, we will analyze the issue of making money from museums and the limitations of their management.  

**28798**  
**HA-A**  
**HAA 1040**  
**ARCH: IMAGE, TEXT, THEORY**  
Karakas, Deniz  
3 Credits  
04:00 PM to 05:15 PM  
FKART 204  

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

**26350**  
**HA-A**  
**HAA 1100**  
**SPECIAL TOPICS-ANCIENT**  
Eppihimer, Melissa Ann  
3 Credits  
09:30 AM to 10:45 AM  
FKART 203  

A statue of a man erected in a temple; a gold bowl alongside the body of a dead queen; a representation of a king carved onto an architrave. Each of these objects can teach us about the way ancient Near Eastern art, but much more can be learned when we consider where these objects were placed. This course explores the relationship between objects and three major venues for ancient Near Eastern art: the temple, the tomb, and the palace. In addition to considering Sumerian, Assyrian, Syrian, and Hittite art and cultures, a student who takes this course will come to appreciate the importance of archaeological context to the study of ancient art.  

**19030**  
**HA-A**  
**HAA 1160**  
**ROMAN ARCHITECTURE**  
Weis, H Anne  
3 Credits  
06:00 PM to 08:30 PM  
FKART 204  

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”.  

**28875**  
**HA-A**  
**HAA 1240**  
**ROMANS AFTER ROME**  
Jones, Shirin Asgharzadeh- Fozi  
3 Credits  
01:00 PM to 02:15 PM  
FKART 203  

This course examines medieval art in the period 800-1200, and will focus on the rapid rise of the Holy Roman Empire as a dominant cultural force in northern Europe. Looking especially at Carolingian, Ottonian, and Romanesque art and architecture, this class will emphasize the ways in which medieval artists and patrons looked to ancient Roman monuments as a constant source of inspiration. Beyond simply repeating the achievements of the past, medieval people re-interpreted ancient forms to position themselves as the heirs of a new Roman tradition, making some of the most lavish and impressive monuments of the European Middle Ages.  

**24595**  
**HA-A**  
**HAA 1490**  
**ART SINCE 1945**  
Oliver, Alexandra Schochonig Hoblyn  
3 Credits  
02:30 PM to 04:55 PM  
FKART 203  

Meets Reqs: REG  
T  

A class research project to be done in a museum in Florence. You will visit the Paolo Giovio collection and the real Studiolo of Francesco I, as well as 16th and 17th century Baroque Galleries. You will follow the growth of European National Museums of the nineteenth century (Louvre, British Museum, Bargello) as symbols of national pride. An in-depth study will be done of the Uffizi Gallery in order to understand the transformation of the gallery from the late 16th century to the present day. The last sessions are dedicated to a class research project to be done in some Florentine museums to discuss the role of museums in contemporary life and societies and to realize the difficulties of involving a large public while preserving the collections. We will focus on the questions of the costs, the lending and the restorations of museum collections. Finally, we will analyze the issue of making money from museums and the limitations of their management.
What is contemporary art, and why are so many people interested in it today? This course addresses these questions through close examination of a diverse range of the artistic practices that have emerged across the globe since World War II. Participants will compare and contrast developments in painting and sculpture, as well as conceptual, performance, and installation art, in locales ranging from North America and Western Europe to Japan and Brazil. Works by artists such as Jackson Pollock, Andy Warhol, Joseph Beuys, Ana Mendieta, Felix Gonzalez-Torres, and Francis Alÿs will be analyzed in the context of the shifting political and economic circumstances of the postwar era and the rise of new technologies, from jet travel to the internet. Group and individual visits to the Carnegie Museum of Art and other local institutions are essential components of this course. By the end of the semester, students will be able to relate contemporary artistic strategies to specific historical and cultural contexts, and to critically assess works of art and exhibitions in terms of broader political, identity-based, mass media, and market concerns.

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<tr>
<th>CRN</th>
<th>HISPANIC</th>
<th>PORT 0001</th>
<th>ELEMENTARY PORTUGUESE 1</th>
<th>Chamberlain, Bobby J</th>
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<td>MWF</td>
<td>01:00 PM to 01:50 PM</td>
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(Graduate students should register for Port 0001 if they want to take this course.) Basic elements of Brazilian Portuguese emphasizing a development of speaking, listening, reading, and writing skills. Grammatical structures, vocabulary and readings are presented as tools for developing good communication skills. Students will also be exposed to Brazilian culture.

(Graduate students should register for Port 0002 if they want to take this course.) The second half of this introductory course continues to develop skills in the speaking, listening, reading and writing of Portuguese 0001, and pertinent aspects of Brazilian culture will also be presented.

(Graduate students should register for Port 0003 if they want to take this course.) A continuation of the development of conversational as well as reading and writing skills. There will be an emphasis on vocabulary expansion, correction of problematic structures and an introduction to some texts of Brazilian literature. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course.
### INTERMEDIATE PORTUGUESE 4 (10925)

**Course Code:** PORT 0004  
**Meeting Times:** MWF 02:00 PM to 02:50 PM  
**Location:** CL G18  
**Instructor:** Lobo, Danielle  
**Credits:** 3

(Graduate students should register for Port 1004 if they want to take this course.) This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions.

### ELEMENTARY PORTUGUESE 1 (12543)

**Course Code:** PORT 1001  
**Meeting Times:** MTWThF 10:00 AM to 10:50 AM  
**Location:** CL 121  
**Instructor:** Chamberlain, Bobby J  
**Credits:** 5

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

### ELEMENTARY PORTUGUESE 2 (11343)

**Course Code:** PORT 1002  
**Meeting Times:** MTWThF 12:00 PM to 12:50 PM  
**Location:** CL 313  
**Instructor:** Chamberlain, Bobby J  
**Credits:** 5

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

### INTERMEDIATE PORTUGUESE 3 (20206)

**Course Code:** PORT 1003  
**Meeting Times:** MWF 01:00 PM to 01:50 PM  
**Location:** CL G16A  
**Instructor:** Carvalho, Ana Paula Raulino De  
**Credits:** 3

(Graduate students should register for Port 1003 if they want to take this course.) A continuation of the development of conversational as well as reading and writing skills. There will be an emphasis on vocabulary expansion, correction of problematic structures and an introduction to some texts of Brazilian literature.

### INTERMEDIATE PORTUGUESE 4 (10925)

**Course Code:** PORT 1004  
**Meeting Times:** MWF 02:00 PM to 02:50 PM  
**Location:** CL G18  
**Instructor:** Lobo, Danielle  
**Credits:** 3

Graduate students should register for Port 1004 if they want to take this course.) This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions.

### CONVERSATION (19617)

**Course Code:** SPAN 0020  
**Meeting Times:** 12:00 AM to 12:00 AM  
**Location:** TBA  
**Instructor:** Whitehead, Jeffrey Robert  
**Credits:** 3

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.

### CONVERSATION (20685)

**Course Code:** SPAN 0020  
**Meeting Times:** 11:00 AM to 12:15 PM  
**Location:** CL 135  
**Instructor:** Chamberlain, Robert  
**Credits:** 3

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.

### CONVERSATION (29558)

**Course Code:** SPAN 0020  
**Meeting Times:** 04:30 PM to 05:45 PM  
**Location:** THACK 321  
**Instructor:** Chamberlain, Bobby J  
**Credits:** 3

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.
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<td>SPAN 0020</td>
<td>CONVERSATION</td>
<td>Monday-Wednesday-Friday</td>
<td>10:00 AM to 10:50 AM</td>
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This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts toward the Spanish major.

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<th>GRAMMAR AND COMPOSITION</th>
<th>Whitehead, Jeffrey Robert</th>
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<td>SPAN 0025</td>
<td>GRAMMAR AND COMPOSITION</td>
<td>Whitehead, Jeffrey Robert</td>
<td>12:00 AM to 12:00 AM</td>
<td>TBA</td>
<td>3 Credits</td>
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</table>

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

| Code   | HISPANIC | SPAN 0025 | GRAMMAR AND COMPOSITION | 11526  | HISPANIC | SPAN 0025 | GRAMMAR AND COMPOSITION | 26214  | HISPANIC | SPAN 0020 | CONVERSATION | 28558  | HISPANIC | SPAN 0020 | CONVERSATION | 19618  | HISPANIC | SPAN 0025 | GRAMMAR AND COMPOSITION | 28559  | HISPANIC | SPAN 0025 | GRAMMAR AND COMPOSITION | 11526  | HISPANIC | SPAN 0025 | GRAMMAR AND COMPOSITION | 11526  | HISPANIC | SPAN 0025 | GRAMMAR AND COMPOSITION | 20684  | HISPANIC | SPAN 0025 | GRAMMAR AND COMPOSITION | 18971  | HISPANIC | SPAN 0025 | GRAMMAR AND COMPOSITION | 29559  | HISPANIC | SPAN 0055 | INTRO HISPANIC LITERATURE 1 | 26 |
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 Code</th>
<th>Department</th>
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<td>27019</td>
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<td>TTh</td>
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<td></td>
<td>Nardone, Chiara</td>
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</table>

This course introduces students to the histories of the Hispanic world. Through a multidisciplinary approach, we will study the interaction of social, political, ethnic, racial, and gender dynamics, and the resulting transformations, past and present. After a study of pre-contact Iberian and Amerindian societies, we will critically examine the ensuing conflicts that characterized the three centuries of contested colonial rule in Latin America. We will then focus on the different national projects and revolutions that shaped the current geopolitical landscape through both cultural manifestations as well as discourses of national identity and calls for patriotic behavior. We will close with an overview of some of the challenges actors across Latin America face at the turn of the millennium.

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

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

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<td>TTh</td>
<td>04:30 PM to 05:15 PM</td>
<td>LANGY A202</td>
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Spanish for Business was created especially for business students, MBA candidates, and young professionals studying at University of Pittsburgh and looking to build their resumes and enhance their Spanish with specific, fundamental, and relevant Spanish for the Business world. This is a customized Spanish Course focusing on Peninsular and Latin American Business practices. In addition, it will introduce advanced business terminology and usage. This class will be conducted in a seminar form throughout the semester, with a strong focus on speaking, listening, writing, and reading practice at the advanced level.

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<td>06:00 PM to 08:30 PM</td>
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This course provides a thorough analysis of the linguistic problems in teaching Spanish to speakers of English with particular emphasis on problems of interference by transfer from the native to the target language. Contrastive analysis will be used as a method of problem solving. Study of grammar (morphology and syntax), with attention to certain techniques in foreign language teaching, will be covered. Several workshops will focus on specific areas of Spanish Applied Linguistics useful for teachers as well as for learners of Spanish.

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<td>11864</td>
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<td>MAGIC, MEDICINE AND SCIENCE</td>
<td>Palmieri, Paolo</td>
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<td>26273</td>
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<td>MAGIC, MEDICINE AND SCIENCE</td>
<td>Shech, Elay</td>
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<td>WESTERN CIVILIZATION 1</td>
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<td>RELIGIONS OF THE WEST</td>
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<td>WORLD WAR II-EUROPE</td>
<td>Hammond, Leslie Ann</td>
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<td>26135</td>
<td>HIST HIST 0700</td>
<td>WORLD HISTORY</td>
<td>Manning, Patrick</td>
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The course will open with a detailed consideration of the context and causes of World War II, including World War I, the Versailles Treaty, and the Great Depression. We will discuss the determinants of Hitler's rise to power and of German expansionism in the 1930's. We will examine the military struggle of World War II, but such topics as economic mobilization, propaganda, occupation policies, resistance movements and the Holocaust also receive significant attention. The course concludes with an analysis of war-time diplomacy, the postwar settlement, and the onset of the Cold War.
This is a semester course, a section of History 0700, World History. This section is designed specifically for the needs of Global Studies majors. It gives primary attention to the Global Studies issues of health, economy, security, and society. Weeks 1 and 2 address the contemporary world and the principles of history. Weeks 3 through 7 provide a global perspective from earliest humanity to 1600 CE, with emphasis on geography, environment, community, economy, and culture. Weeks 8 through 12, from 1600 to 2000 CE, show the global interplay of the four main themes: health (disease, nutrition, life course); economy (labor, agriculture, manufactures, commerce, finance); security (conflict, law, diplomacy, governance, human security & welfare); and society (gender, race, religion, nation, culture). Students will document this period with data from the CHIA World-Historical Archive (www.chia.pitt.edu). Weeks 13 and 14 address the contemporary era, showing how contemporary issues have arisen out of past patterns. By documenting the varying ways of societal change, the course will provide students with a strong background for policy studies.

**21006**  
**HIST**  
Meets Reqs: **W**  
**HIST 1000**  
**CAPSTONE SEMINAR**  
Rediker,Marcus  
WWPH 3501  
3 Credits

This writing course focuses on the "Origins of Anti-Slavery" around the Atlantic in the seventeenth and eighteenth centuries. We will explore the beginnings of what is now regarded as the world's first modern social movement -- to abolish human bondage. We will ask who opposed slavery, how, when, and why. We will study the works of the early critics of slavery against the backdrop of the evolution of the powerful Atlantic slave system, and we will survey debates among historians. Students will do research in primary sources and write papers on a variety of related topics.

**11451**  
**HIST**  
Meets Reqs: **W**  
**HIST 1000**  
**CAPSTONE SEMINAR**  
Winetrock,Emily Frances  
WWPH 3701  
3 Credits

From fishing and farming, to fighting and fornicating, the Renaissance saw an explosion of "how to" manuals on every subject imaginable. This seminar offers students the opportunity to do hardcore historical research using instructional manuals as a source base. Not only do these manuals contain fascinating details about life in the 15-17th centuries, but collectively they also reveal a great deal about Renaissance society, its functions and assumptions. In addition to learning about the development of the printing press, early modern reading practices, Renaissance humanism, and the "how to" genre in general, each student will become an expert on a specific manual and its subject matter, sharing newfound knowledge and discoveries through presentations and papers.

**21015**  
**HIST**  
Meets Reqs: **W**  
**HIST 1000**  
**CAPSTONE SEMINAR**  
Hagerty,Bernard George  
WWPH 3501  
3 Credits

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

**29328**  
**HIST**  
Meets Reqs: **W**  
**HIST 1001**  
**INTRODUCTORY SEMINAR**  
Luesink,David Nanson  
WWPH 3501  
3 Credits

This course introduces history majors to the historian's craft. Students will learn how to build arguments, how to analyze and use primary sources, and how to evaluate historical evidence and arguments. They will work to improve their ability to read critically and to write formal argument-driven prose. This course will accomplish this through a critical look at the development of the political thought and action of one of the twentieth century's most controversial, prolific and influential figures, Mao Zedong. Through critical reading, students will come to their own informed conclusions about the legacy of Mao and Maoism. Writing and re-writing assignments form a major part of the course. Several short writing assignments will precede a longer research paper.

**28634**  
**HIST**  
Meets Reqs: **HSCOM**  
**HIST 1014**  
**COMPARATIVE WITCH HUNTS**  
Chase,William  
LAWRN 107  
3 Credits

This course examines the European witch hunts of the 16th and 17th centuries, the anti-Trotskyist 'Witch Hunt' within the soviet communist party in 1934-1939, and the anti-communist 'Witch Hunt' in the U.S. in 1946-58 to determine if all three qualify as witch hunts. The course's purpose is to have students determine if the three cases are comparable, and why they are or are not.

**29369**  
**HIST**  
Meets Reqs: **HS REG**  
**HIST 1016**  
**THE IRISH IN AMERICA**  
Hagerty,Bernard George  
BENDM G30  
3 Credits

This course will examine the nature, causes and consequences of Irish immigration to the United States, from Colonial period to the present. Using diverse sources, we will look at the immigration process itself, at the multi-generational process of socialization and integration of the new ethnic group into American culture and the American polity, and at the effect of Irish immigration upon U.S. and Irish society. We will also use the Irish experience to illuminate broader questions of race, social pathology, U.S. British relations, and the political and economic inclusion and exclusion of out-groups in American society.

**29346**  
**HIST**  
Meets Reqs: **HSCOM**  
**HIST 1040**  
**WORLD WAR I-COMPARTV PERSPECTV**  
Novosel,Anthony Stephen  
CL 216  
3 Credits
One historian wrote, 'More trees have died to explain the Great War and its impact.' In this class you are not going to kill any more trees, but you'll take up this task with 'justo.' Why is that you say? Well, you'll not only study the war itself, but you will study it and understand it as a 'cultural act.' Intrigued? If you are then you should join us on our quest to understand the event that one French historian called 'The incomprehensible.' Still Interested? GREAT! So, here's how you will do this. In Section 1 you will engage with the how and why the war began and the lively debate taking place in Europe today over the origins of the war. In section 2 you will analyze the war itself and the West's 'descent into barbarism.' In Section 3 you will analyze the impact of the war on the arts, revolution and women's roles in society. Finally, in Section 4, you will analyze how Europeans dealt with memory and mourning after the war as well as how they 'constructed memory' of the war. If you are still interested, join us and bring your desire to learn about the Great War and actively engage in the study of the Great War. There are no formal prerequisites but you should keep in mind that this is an upper level history course.

**Requirements:**
1. You will take 4 exams, one at the end of each section of the class.
2. You will take 10 quizzes throughout the term.
3. You will do a project at the end of the term dealing with the 'construction of memory.'

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<td>Webel, Mari</td>
<td>Kathryn</td>
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In this course, we will explore the history and present of health, medicine, and healing in sub-Saharan Africa between 1850 and the present. We will consider disease, illness, and treatment from several perspectives, including the international organizations and state institutions promoting improvements in global public health, the African states and communities coping with illness and health interventions, and the individuals whose personal histories and experiences shed light on the day-to-day impact of the interest of so many different stakeholders. Taking a continent-wide approach to broad trends that have impacted health, we will also examine specific cases in their regional and national context. Ranging from livestock epidemics in the late 19th century to the diagnosis of madness in the colonial era to the battle against polio in the early 21st century, we will pursue the social, political, and economic meanings of health and healing. We will explore these elements of African history through readings, lectures, and discussion.

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<td>Bruce Lanier</td>
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'A great many things keep happening, some of them good, some of them bad.' So Gregory of Tours, a bishop in western France, began his history of the world more than 1,400 years ago. This course will consider change in Mediterranean and European society from the late Roman Empire to ca. 1000 AD, sometimes called 'the Dark Ages,' and ask you to come to your own understanding of how to describe the long pre-history of Europe's eventual domination of much of the globe. Was the early medieval period an end or a beginning? An era of perpetual crisis or creative experimentation? Good or bad? Topics will include politics, religion, gender, material culture, living conditions, economic production and exchange, art, and literature, with attention to continuities with the Roman past as well as divergences from it. We will read and ponder things written down at the time (and painted, sculpted, or built), which will sometimes be relatively straightforward and at others rather strange -- and even, like Gregory of Tours' opening line, at least a little comical. The format is lecture-discussion, with emphasis on exchange of observations and ideas about how people understood themselves and the world around them and how we might understand them from our own perspective as the distant heirs of early medieval people. Evaluation will be based on participation in discussions and four short papers.

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

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<td>Pernille</td>
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The course will examine the French Revolution in its various geographical locations: from Paris and Versailles, to the provinces in France, to Europe and the wider world. It will explore how the reception and impact of the French Revolution depended on the particular traditions, social constitutions, and economic developments of the places through which it travelled. Based on a cross-regional and transnational approach, the course will also assess the values and problems of existing interpretations of the French Revolution (Marxist, social, political and cultural interpretations). The reading list combines both primary and secondary sources (in English translation).

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<td>Wezel,</td>
<td>Katja</td>
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This course examines the history of Germany from the First World War to the present by studying German history in its international context. Students will learn to distinguish between political, social, economic and cultural trends that were specific to Germany from those that were common throughout Europe and beyond. Topics include WWI's impact on European societies, the economic and political crisis of the interwar years and the explosion of creativity, the establishment of the Nazi state, WWII as turning point of European and global history, Germany's cold war division and the unexpected reunification of 1990, as well as European integration as the game-changing innovation of the postwar years.

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1. The first part of the course focuses on the diplomatic initiatives of the League of Nations to prevent the trait and on the drawing of international conventions against human trafficking and the enslavement of women and children. The second part of the course discusses the case of Italy where a high ranking police inspector coordinated the investigations on abduction cases reported nationwide. His periodic reports to government authorities and the League of Nations, spanning a period of twenty years, was based on the interrogation of prostitutes, prison inmates and sex offenders; they shed light into early 20th Century civil society, science, investigative procedures, private and public ethics as well as into. The Learning objective of the course is to introduce students to new interpretive issues (and sources) on human trafficking, the exploitation of women and children, and the crime prevention strategies implemented in 20th Century Europe. The Course also explores the pedagogy of punishment and reeducation as construed by literature, art and science, providing tools for understanding the social. 2. No prerequisites 3. Requirements not yet known 4. Class size: 20 students 5. This course is not offered on any regular basis.

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<tr>
<th>26453</th>
<th>HIST</th>
<th>Meets Reqs:</th>
<th>HIST 1145</th>
<th>INTELLCI FOUNDTNS OF CAPITLISM</th>
<th>Meets Reqs:</th>
<th>Hammond,Leslie Ann</th>
<th>3 Credits</th>
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This course will explore the discourse of capitalism from 1750 to 2000 in the context of political, technological and economic change. Its main questions will center on the relationship between these material developments and thought: the reinforcement of free market ideals on the one hand, arguments for change on the other. Course work will include close reading and analysis, both oral and written, of Adam Smith, Karl Marx, J.S. Mill, Peter Kropotkin, Friedrich Hayek, Milton Friedman and others.

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<tr>
<th>28686</th>
<th>HIST</th>
<th>Meets Reqs:</th>
<th>HIST 1157</th>
<th>GEOGRAPHY AND EMPIRE</th>
<th>Meets Reqs:</th>
<th>Veres,Madalina Valeria</th>
<th>3 Credits</th>
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<td>REG</td>
<td>LAWRN 104</td>
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This class will teach you how to read maps in-depth by focusing on their historical context, the elements they include or leave out, and their probable uses. Focusing on the age of early-modern European empires (1400-1800) we will analyze how rulers incorporated maps as essential tools for governing, defending and expending their lands. Through the lens of cartography, we will examine European empires as they expand across oceans, centralize their dominions, engage in destructive warfare and participate in profitable trade.

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<tr>
<th>28663</th>
<th>HIST</th>
<th>Meets Reqs:</th>
<th>HIST 1181</th>
<th>TWENTIETH CENTURY BRITAIN</th>
<th>Meets Reqs:</th>
<th>Hagerty,Bernard George</th>
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<td>REG</td>
<td>TTh</td>
<td>04:00 PM to 05:15 PM</td>
<td>REG</td>
<td>WWP 3415</td>
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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.

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<tr>
<th>21007</th>
<th>HIST</th>
<th>Meets Reqs:</th>
<th>HIST 1190</th>
<th>MEDIEVAL GOVERNMENT &amp; SOCIETY</th>
<th>Meets Reqs:</th>
<th>Greenberg,Janelle Annelle</th>
<th>3 Credits</th>
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<td>HS REG</td>
<td>TTh</td>
<td>01:00 PM to 02:15 PM</td>
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In this class we study the origins of constitutionalism in the Western world, in particular, due process, limited government, the rule of law, representative institutions, and individual rights. As unlikely as it sounds, we will find these origins, along with the basic tenets of the modern democratic polity, in the decidedly undemocratic Middle Ages. Our story begins with the emergence of the three bodies of law upon which the Western legal tradition was built, namely, Roman law, canon law, and English common law. The narrative includes forays into cultural history, for example, the emergence of universities where Roman law and canon law were taught and studied; political history, such as the emergence of the medieval ‘state,’ the quarrels between popes and kings and their nobility; and finally intellectual history, in particular, the political and legal ideas that constitute ‘the mental furniture of the mind;’ those notions of justice, law, and reason that were axiomatic and against which sovereigns and subjects were measured. Readings will include excerpts from law codes, the writings of theorists such as Thomas Aquinas, and works such as Magna Carta. Our work will go forward on the basis of discussions and lectures. Much class time will be spent in small groups, where students are divided up and assigned a particular primary source to dissect and present to the class. In this way we will constitute a community of scholars who work together in a common intellectual endeavor, one that introduces us to some of the most significant texts in the history of Western constitutionalism. There are no course requirements for Medieval Law and Government.

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<th>21008</th>
<th>HIST</th>
<th>Meets Reqs:</th>
<th>HIST 1191</th>
<th>ENGLISH ORIGINS OF AMERCN LAW</th>
<th>Meets Reqs:</th>
<th>Greenberg,Janelle Veres,Madalina</th>
<th>3 Credits</th>
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<td></td>
<td>HS REG</td>
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<td>02:00 PM to 04:25 PM</td>
<td>REG</td>
<td>WWP 1500</td>
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This course examines the origins and development of English law and legal institutions from c. 1000 to c. 1700, with a view toward understanding the foundations of the American legal system. Keeping in mind that law is shaped by social, economic, religious and political considerations, we attempt to answer the vital question, "How, and by what processes, did English society solve certain problems with which all societies must eventually cope?" In answering this question we will be concerned with the various mechanisms for resolving legal disputes (e.g., trial by jury, the common law writ system, proof and evidence); rights in land and personal property; and legal relationships between people (e.g., contract, marriage). In addition, we shall deal with certain issues in English constitutional law (e.g., the rule of law, ideas of legal sovereignty).Prerequisite(s): No prerequisites, though Peter Karsten's American legal history is good preparation. Students are expected to read assigned material and to attend lectures.

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<th>28681</th>
<th>HIST</th>
<th>Meets Reqs:</th>
<th>HIST 1760</th>
<th>JEWS &amp; JUDM IN THE MEDEVL WRDL</th>
<th>Meets Reqs:</th>
<th>Shear,Adam B</th>
<th>3 Credits</th>
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<td>HS MWF</td>
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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?

10671 HIST 1776 VARIETIES OF EARLY CHRISTNITY
Meets Reqs: HS TTh
REG

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 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."

28674 HIST 1781 ROMAN HISTORY
Meets Reqs: HS MW
REG

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

28651 HIST 2721 ATLANTIC HISTORY TO 1800: RDGS
Meets Reqs: REG W

Taking the Atlantic as its point of reference, this seminar seeks to connect and combine the often artificially separated histories of Europe, Africa, North America, South America, and the Caribbean, and to demonstrate how important processes of change can be understood only through a trans-regional frame of reference. The course will explore various and competing paradigms of Atlantic history by surveying important scholarship in this dynamic field.

17860 HPS 0427 MYTH AND SCIENCE
Meets Reqs: REG Th

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. Our attention will be concentrated on writings of Aristotle, Plato, the "Pre-Socratic" philosophers, as well as ancient Greek mythology of Hesiod and Homer.

28856 HPS 0437 DARWINISM AND ITS CRITICS
Meets Reqs: REG MW

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 criticisms of Darwinism.

11870 HPS 0515 MAGIC, MEDICINE AND SCIENCE
Meets Reqs: REG TTh

In Western civilization, magic, medicine, and science have always been related. This course introduces students from all backgrounds to the Corpus Hermeticum, a body of knowledge regarding humans, their mysterious presence in the cosmos, matter, and consciousness, that has risen to prominence over the last two millennia. Classical scientists such as Newton, philosophers such as Ralph Waldo Emerson, and psychologists such as Carl Jung were influenced by the Corpus. We will explore the historical and philosophical dimensions of the Corpus Hermeticum and learn about its perennial teachings.

26272 HPS 0515 MAGIC, MEDICINE AND SCIENCE
Meets Reqs: M

In Western civilization, magic, medicine, and science have always been deeply related to one another. This course introduces students from all backgrounds to humanistic ecology, an interdisciplinary method of learning which combines the history of magic, medicine, and science with the humanities. Humanistic ecology teaches how to integrate scientific research, philosophy, pedagogy, literature, and health in a holistic framework. In addition, this course will take a historically oriented approach to introducing the students to the scientific method and its philosophy. The great scientific achievements of figures such as Descartes, Kepler, Galileo, and Newton will be discussed in detail. We will also discuss feminist perspectives on science.
How did a small and often-persecuted minority in the medieval world preserve and develop its distinct religious and cultural traditions? 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. Our major concern is how Jewish culture and society developed as a minority religion in the pre-modern Christian and Muslim worlds. The early part of the course examines the development and spread of rabbinic Judaism and the changes that developed in late antiquity; through study of primary texts in translation and secondary sources, we then explore the different dimensions of medieval and early modern Judaism: rabbinic literature, Jewish philosophy, mysticism, biblical commentary, folklore and popular religion. In the last part of the course, we examine how Jewish culture changed toward the end of the period and discuss whether the 16th, 17th, and 18th centuries should be considered a distinct ‘early modern’ period.

11479  LING  LING 0222  IRISH (GAELIGE) 2  Young, Marie A
Meets Req: L  TTh  12:00 PM to 01:40 PM  CL 227

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.

26314  LING  LING 0222  IRISH (GAELIGE) 2  Mauk, Claude E
Meets Req: L  TTh  10:00 AM to 11:40 AM  THACK 321

12108  LING  LING 0224  IRISH (GAELIGE) 4  Mauk, Claude E
Meets Req: L  TTh  02:30 PM to 03:45 PM  CL G16B

11087  LING  LING 0232  GREEK (MODERN) 2  Papanastasiou, Areti
Meets Req: L  MW  05:00 PM to 06:40 PM  CL G16B

12109  LING  LING 0234  GREEK (MODERN) 4  Papanastasiou, Areti
Meets Req: L  MW  06:45 PM to 08:00 PM  CL G16B

17265  LING  LING 0294  HUNGARIAN 4  Dankone
Meets Req: L  MW  03:00 PM to 04:15 PM  CL 329

11239  LING  LING 0512  SWEDISH 2  Albertsson, Eva Ulrika
Meets Req: L  MW

Meets Req: L  MW
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11302  LING  LING 0514  SWEDISH 4  Albertsson,Eva Ulrika Mauk,Claude E

Meets Reqs: L  TTh  11:00 AM to 12:40 PM  CL G16B  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.

20997  LING  LING 0516  SWEDISH 6  Albertsson,Eva Ulrika Mauk,Claude E

Meets Reqs: L  TTh  09:30 AM to 10:45 AM  CL G19B  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.

10066  MUSIC  MUSIC 0211  INTRO TO WESTERN ART MUSIC  Rosenmund,William Daniel

Meets Reqs: MAHS  MW  05:00 PM to 05:50 PM  FKART 125  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.

10571  MUSIC  MUSIC 0224  HISTORY OF WEST MUSC SINCE 1750  Nisnevich,Anna

Meets Reqs: EX  MW  03:00 PM to 04:15 PM  MUSIC 123  3 Credits

This course surveys the music of the Classical, Romantic, and Modern periods. Selected repertories and individual works will be discussed in detail, with special attention given to stylistic and formal procedures as well as historical context. This course is part of the core requirements in music history and theory for music majors and normally SHOULD BE TAKEN CONCURRENTLY WITH MUSIC 0419 (THEORY 4) AND MUSIC 0420 (MUSICIANSHIP 4). This course is also open by permission of the instructor to non-music majors who have the ability to read a musical score and the requisite background in music theory.

28711  MUSIC  MUSIC 0844  THE MUSIC OF THE BEATLES  Weintraub,Andrew N

Meets Reqs: MA  M  06:00 PM to 08:30 PM  MUSIC 132  3 Credits

This course will focus on the life and music of the Beatles within the social and cultural context of the 1960s. We will consider the band's formative influences; stylistic cross-influences with contemporary artists; song-writing and musical styles of individual members of the band; and the social and cultural conditions that shaped their music. Most importantly, we will pay close attention to the songs, numbering nearly 200 in commercial releases and astonishing for their variety and innovation. This class is limited to music majors, music minors, or those with special permission from the instructor or John Goldsmith, Undergraduate Music Advisor.

29223  MUSIC  MUSIC 1280  MUSIC, ARTS, AND CONFLICT  Helbig,Adriana Nadia

Meets Reqs:  W  06:00 PM to 08:30 PM  MUSIC 132  3 Credits

This course analyzes relationships between activism, social movements, and the arts. It examines how artistic expression and so-called 'artivism' inspires and reflects social change and mediates intergroup tensions during various degrees of escalation and resolution. It analyzes the mediating role of the arts within the dialogic framework of social stability and instability. Drawing on case studies from the 20th and 21st centuries, this course analyzes the roles of artists and musicians during the World Wars, the Holocaust, socialist revolutions, anti-colonial revolts, independence movements, women's rights, gay rights, and African American civil rights movements, indigenous rights movements, among others. Special attention will be paid to the ways in which social media and cyberactivism shape the role of music and art in conflict situations. There is no music or art requirement for this course.

11206  MUSIC  MUSIC 2131  INTRO TO HISTORICAL MUSICOLOGY  Mundy,Rachel M

Meets Reqs:  T  03:00 PM to 05:25 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.

26263  PHIL  PHIL 0010  CONCEPTS OF HUMAN NATURE  Beck,Ori Ziv Shmuel
In this course, we will consider some of the most fundamental questions in philosophy in relation to the idea of human nature. Questions to be discussed include: Are human beings naturally good or evil? Do we possess freedom of the will? What is the nature of the self? And what distinguishes human beings from mere animals? Readings will be drawn from both classic philosophical sources, such as Plato, Hobbes, Rousseau, and more contemporary philosophical and scientific work on these issues.

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<tr>
<td>24952</td>
<td>PHIL</td>
<td>INTRO TO PHILOSOPHICAL PROBLEMS</td>
<td>Schmor.Kent Jonathan</td>
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<td></td>
<td>PHIL</td>
<td>INTRO TO PHILOSOPHICAL PROBLEMS</td>
<td>Swinehart,Cynthia Gayle</td>
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This course is an introduction to philosophy by way of a close reading of five classic works by four of the most important philosophers in the Western tradition. Along the way, we will examine some central problems of philosophy, such as these: Is there an objective difference between right and wrong? (And if so, what is it?) Are minds and brains the same thing, or are they two different things? Can we know whether or not there is a God? Is all knowledge justified on the basis of experience? Or can we acquire genuine knowledge on some topics without having to consult experience or perform any kind of empirical investigation? Could we be massively mistaken about most of the things we take ourselves to know? Are there any beliefs that we simply couldn't be mistaken about? The primary aim of this course is to teach you how to fruitfully engage with philosophical texts and the questions they raise. To this end, you will be introduced to a set of tools that can be used to make genuine progress in our attempts to answer philosophical questions. At the same time, learning to apply these tools will also give you the opportunity to hone your critical reading, thinking, and writing skills. These skills are quite general; they can be applied not only to the specific philosophical questions we'll be engaged with in this course, but to your reasoning on any other topic. As such, this course will teach you something about the nature of good reasoning, what it is to reason clearly and effectively at all.

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<td>10106</td>
<td>PHIL</td>
<td>INTRO TO PHILOSOPHICAL PROBLEMS</td>
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<td>PHIL</td>
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In this class we will discuss classic questions in epistemology, metaphysics, ethics and political philosophy. These questions will include: what is the relationship between virtue and knowledge? How can the use of political authority be morally justified? Does the presence of evil in the world prove that God does not exist? What does it mean to be free? The class will help students improve their writing skills; analyze the relationship between historical and contemporary texts; and learn to explain, critique and construct philosophical arguments.

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<tr>
<td>26269</td>
<td>PHIL</td>
<td>INTRO PHILPHCL PRBLM/WRIT PRAC</td>
<td>Schmor.Kent Jonathan</td>
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</table>

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

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<td>26268</td>
<td>PHIL</td>
<td>INTRO PHILPHCL PRBLM/WRIT PRAC</td>
<td>Standefer,Shawn Michael</td>
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<td>Swinehart,Cynthia Gayle</td>
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<tr>
<td>29064</td>
<td>PHIL</td>
<td>HISTORY OF MODERN PHILOSOPHY</td>
<td>Nunez,Albert Simons</td>
<td>3</td>
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</table>

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.
'Modern Philosophy' designates the period in the history of philosophy that roughly coincides with the Scientific Revolution and the Enlightenment. It spans the seventeenth and eighteenth centuries, beginning with Descartes and ending with Kant. This course is an introduction to several major philosophers of this period. The Scientific Revolution confronted these philosophers with a variety of philosophical problems, particularly relating to human knowledge. Many of the questions addressed in this course will accordingly concern human knowledge and the human mind. Is any of our knowledge innate? Or is it all acquired through experience? Can we attain certainty? How far can our knowledge be extended? What principles govern the mind's operation? Special attention will be given to questions concerning our knowledge of causes and effects. The course will focus primarily on Descartes and Hume, but the doctrines of Locke and Kant will also be examined.

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<th>Code</th>
<th>Title</th>
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<th>Time</th>
<th>Room</th>
<th>Instructor</th>
<th>Credits</th>
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<tbody>
<tr>
<td>29066</td>
<td>INTRODUCTION TO ETHICS/WRIT PRAC</td>
<td>TTh</td>
<td>10:00 AM to 10:50 AM</td>
<td>CL 324</td>
<td>Nunez, Albert Simons</td>
<td>4</td>
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<td></td>
<td><strong>Writing sections</strong> 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.</td>
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<tr>
<td>26277</td>
<td>INTRODUCTION TO EXISTENTIALISM</td>
<td>MW</td>
<td>01:00 PM to 01:50 PM</td>
<td>CL 232</td>
<td>Strom, Gregory B.</td>
<td>3</td>
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<td><strong>The term 'existentialism' is used to group together a number of philosophers and novelists who are concerned to understand the idea that an individual human life can be meaningful, to defend that idea against a number of (perceived) threats that stem from the rise of modern science, or to understand the idea of a good individual human life in terms of its meaning. In this course we will survey the history of this movement by studying the works of many of its most important proponents and critics.</strong></td>
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<td>10104</td>
<td>INTRODUCTION TO ETHICS</td>
<td>PH</td>
<td>12:00 PM to 12:50 PM</td>
<td>CL 324</td>
<td>Makin, Stephen C</td>
<td>3</td>
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<td><strong>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.</strong></td>
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<tr>
<td>26291</td>
<td>INTRODUCTION TO ETHICS</td>
<td>PH</td>
<td>02:00 PM to 02:50 PM</td>
<td>WWPH 1501</td>
<td>Strom, Gregory B.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>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.</strong></td>
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In this course we will examine the relationship between human beings and society. Students will be encouraged to reflect on conceptions of society as a human product and the human individual as a social product. Readings may include Mill, Rousseau, and Marx, as well as some contemporary writers. We will also discuss such questions of contemporary interest as: What is it for a society to be free? What is it for a society to be oppressive? What is social revolution?

Are states entitled to exercise coercive power against citizens? Are citizens obligated to follow the laws of their states? These are the kinds of questions political philosophy addresses. This course will give students an overview of how political philosophers have answered these kinds of questions and equip students to critically engage with these answers.

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.

We will be reading selections from the main works of the most important four early modern philosophers in the so-called 'rationalist tradition', namely, Rene Descartes, Nicholas Malebranche, Baruch Spinoza, and Gottfried Wilhelm Leibniz. Our discussion will be focused on the following topics: philosophical method, theory of ideas and knowledge, substance and the existence of God, mind and body, and freedom and moral responsibility. Pre-requisites: Successful completion of Phil 0210-History of Modern Philosophy.

This course will examine some of the principal moral philosophers in one or more of the major historical periods from Homeric times to the present day--such as Plato, Aristotle, Aquinas, Hobbes, Hume, Kant, Nietzsche, Mill, and Rawls.

A comprehensive examination of the philosophy of G. W. Leibniz, with primary emphasis on those of his ideas, primarily in logic, metaphysics and epistemology, which exercised a powerful influence upon later philosophers.

Robert Pippin, in Hegel on Self-Consciousness: Desire and Death in the Phenomenology of Spirit (Princeton, 2010), offers a reading of the content, and the location in the overall flow of the book, of chapter IV of the Phenomenology. I will engage with Pippin's interpretation, partly by a close reading of page 92 of the book. I will engage with Pippin's interpretation, partly by a close reading of the content, and the location in the overall flow of the book, of chapter IV of the Phenomenology. I will engage with Pippin's interpretation, partly by a close reading of some of the text. If there is still time I will move on to other parts of the Phenomenology. This is a research seminar. Some familiarity with Hegel would be helpful, but it is not a prerequisite.
This course will be a survey of core issues in philosophical ethics, under three headings: MORAL THEORY (act- and rule-utilitarianism, agent-relativity, Kantian constructivism, contractualism and anti-theory), PRACTICAL REASON (internal and external reasons, instrumentalism, rationalism and amorality) and META-ETHICS (realism, anti-realism, and ethical naturalism).

29222
PHILH
PHIL 1040
ARISTOTLE
Meets Reqs: PH
MW
03:00 PM to 04:15 PM
CL 116
Inglis,Kristen Anne
3 Credits

In this course we shall analyze and critically discuss the ethics and moral psychology of Aristotle. Topics covered will include his conception of happiness; his account of the virtues of character and the intellectual virtues; the choiceworthiness of external goods like friendship; and the controversy about whether Aristotle's exhortation of the philosophical life coheres with the importance he seems to give to the virtues of character.

28815
PS
PS 0300
COMPARATIVE POLITICS
Meets Reqs: SSGLO
TTh
01:00 PM to 01:50 PM
CL 232
Perez-Linan,Anibal Sebastian
3 Credits

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

11523
PS
PS 0300
COMPARATIVE POLITICS
Meets Reqs: SSGLO
MW
11:00 AM to 11:50 AM
CL000G8
Alexiadou,Despoina
3 Credits

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

11584
PS
PS 0500
WORLD POLITICS
Meets Reqs: SSGLO
TTh
11:00 AM to 11:50 AM
CL G24
Gochman,Charles S
3 Credits

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

17913
PS
PS 0600
POLITICAL THEORY
Meets Reqs: PH
MW
04:00 PM to 04:50 PM
ALUM
Lotz,Andrew Louis
3 Credits

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

28827
PS
PS 1311
WESTERN EURP GOVERNMT & POLIT
Meets Reqs: COM
MW
03:00 PM to 04:15 PM
CL 244A
Alexiadou,Despoina
3 Credits

The course introduces students to the study of Western European government and politics. The aim is to equip students with the necessary tools to understand and critically analyze European politics and society. By the end of the course the students are expected to have a deep understanding of the political processes in Western European countries, and to be able to explain political and policy outcomes on the basis of their political institutions.

28828
PS
PS 1330
EUROPEAN UNION SEMINAR
TTh
04:00 PM to 05:15 PM
CL G16A
Marolda,Gemma
3 Credits

Since the end of the Cold War, the European Union (EU) has forged ahead its international role to become a leading global authority in the world. The diversity of EU external policies attest to the concerted efforts Europeans have made towards 'exporting' their values and norms in the world. Taking a close look into contemporary EU foreign policy, this course is divided in three sections. First, students are introduced to the EU external policies. We consider the competences of the EU in specific policy areas and discuss the role of the EU as a norm setter. Second, we analyze contemporary EU foreign and security issues, especially recently-formed EU 'battlegroups' and specific case-studies of EU peacekeeping missions undertaken since 2003. Finally, the focus shifts onto the EU's civilian capacities, in particular development assistance and election monitoring. The objective of the course is to give students a broad understanding of the complexity of the role of the EU in the global arena.

29639
PS
PS 1349
TRANSATLNTC GVRNC AND POLICY
TTh
09:30 AM to 10:45 AM
WWPH 5400
Peters,B. Guy
3 Credits

The economic, political and defense links between North American countries and European countries, and especially the European Union, generate important governance and policy issues. This course examines those issues in light of general theories of governance at the national and international levels. Special attention will be given to on-going trade negotiations and climate change policy.
This new skills based course aims to provide students with crucial analytical and professional skills pertinent to the transatlantic policy world. Among them are: to read analytically and critically and to speak knowledgeably about a range of transatlantic issues that concern political scientists and policy makers, including immigration, environmental protection, social policies, and trade and economic development; and to communicate such policy analysis in a clear and persuasive manner accessible to a wide range of policy focused audiences at the international and national levels.

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

This course examines globalization's political and economic effects on societal welfare around the world. We start by looking at economic globalization historically, comparing the degree and forms of international economic integration during the late 19th century with today. We then consider, in more detail, the domestic consequences of current changes in the international political economy, particularly expanding trade and increased international capital mobility, for both the developed democracies and developing countries.

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 course addresses the key intersection between two important topics in contemporary political theory: Justice and Globalization. The first half of the course will cover the highly influential works of John Rawls as well as reactions from Robert Nozick, Onora O'Neill, and Susan Moller Okin. The second half of the course will weave in the issue of globalization to questions of justice--again using Rawls' work and various respondents as a vehicle for doing so. The course ends with a significant applied project on the intersection of globalization and justice that will challenge students to consider the current state of justice in a particular global case of their choosing.

Growing from a club of six Western European countries dedicated to reducing trade barriers, sharing administrative responsibility for farming subsidies, and pooling resources in coal and steel, today's European Union encompasses 28 states from Lisbon to Helsinki. How and why did national governments accept pooling sovereignty and handing powers to a newly emergent central authority? In this class, we explore in-depth the theories advanced to account for the genesis of this remarkable institution, study its component parts and, finally, explore how and to what extent the European Union has transformed and reshaped governance at the national European level.
Our subject will be the traditional stories—myths, legends, and folktales—of the Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation, so our main task will be to discover just what that 'compelling attraction' was. The creation of the universe, the first woman Pandora, the Twelve Gods and Goddesses, the theft of fire by Prometheus, Helen and the Trojan War, the foundation of Rome by Aeneas, and Ovid's fanciful metamorphoses are examples of the stories from our modern illustrated reader Classical Myth by Barry B. Powell. By way of providing a context for our stories, the instructor will also devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, the conceptualization of male and female, sexuality, and the social and cultural basis of myth in general. Throughout, we shall examine the many theories about the meaning of traditional stories from antiquity down to our own day.

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<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>20236</td>
<td>RELGST</td>
<td>RELIGIONS OF THE WEST</td>
<td>Langille, Timothy</td>
<td>3 Credits</td>
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</table>

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

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<td>28512</td>
<td>RELGST</td>
<td>RELIGIONS OF THE WEST</td>
<td>Bahler, Brock A</td>
<td>3 Credits</td>
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</table>

Classics of Christian Thought (RELGST 0305) T/Th 9:30-10:45
This course will examine selections or full texts of several of the most important works of Christian thought. Beginning with the New Testament, we will work our way through church history and consider material by seminal figures such as Augustine, Aquinas, Teresa of Avila, Luther, Calvin, Kant, Kierkegaard, and others. Our discussions cover such topics as justice and righteousness, conversion, reason and revelation, Jesus, the existence of God, analogy and metaphor, sin, grace, free will, faith, love, compassion, and predestination. Along the way we will also discuss the continued influence of each figure among recent and contemporary scholars. Prerequisite(s): None

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<td>16939</td>
<td>RELGST</td>
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<td>Bahler, Brock A</td>
<td>3 Credits</td>
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<td>10659</td>
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<td>17687</td>
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<td>RELIGIONS OF THE WEST</td>
<td>Hoenig, Christina Maria</td>
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<tr>
<td>28700</td>
<td>RELGST</td>
<td>RELIGIONS OF THE WEST</td>
<td>Denova, Rebecca I</td>
<td>3 Credits</td>
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This course is designed as an historical, teachings and rituals of the Orthodox Church in its multinational context. Geographically, Eastern Orthodox Christianity primarily includes Russia, south-eastern Europe and the coastal areas of the eastern Mediterranean, but there is also a large Orthodox diaspora in the western hemisphere. Understanding Orthodox Christianity -- its specific historical experience (from Byzantine and Ottoman empires to the life under communism, and beyond), its theological doctrines and spiritual practices, its rich artistic, musical and ritual expressions -- has become increasingly relevant in the post-communist era with the emergence of religion as an important aspect of cultural identity and national self-definition. Through lectures, discussions, oral presentations and visits to local Orthodox churches, students will gain an insight into the multifaceted world of Orthodox Christianity.
In many cultures, people sometimes ask fundamental questions about their existence, including, "What happens after we die?" This course will focus on the evolution of beliefs and rituals related to death and the afterlife in and around the ancient Mediterranean basin, including Egyptian, Greek, Etruscan, and Roman cultures. Using an interdisciplinary approach, we will combine methodologies from Anthropology, Classics, History, and Religious Studies. Topics to be covered include myths of the afterlife, books of the dead, magic and death rituals, funeral practices and paraphernalia (disposal of the dead), culls of the dead, divination, heaven and hell, judgment, and the impact of Christianization on the ancient understanding of death.

### Course Listings

**28683**  
**REL GST**  
**REL GST 1220**  
**JEW & JUDM IN THE MEDEVL WRLD**  
Meets Reqs: HS  
MWF  
11:00 AM to 11:50 AM  
CL 363  
3 Credits  
Shear, Adam B  
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?

**28867**  
**REL GST**  
**REL GST 1320**  
**MEDIEVAL HISTORY 1**  
Meets Reqs: HS  
MW  
03:00 PM to 04:15 PM  
CL G13  
3 Credits  
Venarde, Bruce Lanier  
Survey course in the social, political, economic, and religious history of Europe from the Diocletian reforms to the year 1000. Special attention to interpreting the primary documents and to integrating various areas of activity (e.g., economic and religious). Focus on France, England, Germany, and Italy.

**24810**  
**SLAVIC**  
**SLAV 0660**  
**SCI-FI: EAST AND WEST**  
Meets Reqs: M  
06:00 PM to 08:25 PM  
CL000G8  
3 Credits  
This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge.

**11244**  
**SLAVIC**  
**SLAV 0660**  
**SCI-FI: EAST AND WEST**  
Meets Reqs:  
MW  
03:00 PM to 04:15 PM  
CL G24  
3 Credits  
This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge.

**29054**  
**SLAVIC**  
**SLAV 0880**  
**VAMPIRE: BLOOD AND EMPIRE**  
Meets Reqs: REG  
Th  
06:00 PM to 08:30 PM  
CL 213  
3 Credits  
This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them.

**11243**  
**SLAVIC**  
**SLAV 0880**  
**VAMPIRE: BLOOD AND EMPIRE**  
Meets Reqs: REG  
TTh  
04:00 PM to 05:15 PM  
CL000G8  
3 Credits  
This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them.

**20587**  
**SLAVIC**  
**SLAV 1225**  
**CROS CLTL REPRSTN PRISON 20THC**  
Meets Reqs:  
TTh  
04:00 PM to 05:15 PM  
CL 208A  
3 Credits  
This course examines artistic works produced in prison and artistic works about prison, addressing both the allure of the criminal world as a form of entertainment and the function of art within prison as escapism and survival technique. In structure the course is broken into three parts: the first part concentrates on prison writings and criminal culture in America; the second part focuses on the forced-labor camp system known as the Gulag in the Soviet Union; and the third part examines Europe (Germany and Eastern Europe) during the Holocaust.

**10776**  
**SOC**  
**SOC 0005**  
**SOCIETIES**  
Meets Reqs: GLO  
MW  
12:00 PM to 12:50 PM  
CL G24  
3 Credits  
Epitropoulos, Mike F  
This course aims to introduce students to how to look at the fundamentals of sociology and societies. In particular, we will explore how people organize their social life, how cultures and subcultures vary, how social institutions vary, and what problems are central and fundamental in the daily lives of ordinary people. By doing this, we will be better able to do a critical and reflexive analysis on whether or not we, as a society, are concerned about the things that are most critical to our collective and individual well-being. We will look at the US Criminal Justice System, the College Drinking Scene, and Hip Hop music.
This advanced undergraduate course will examine responses to immigration in Europe. Since the early 1960s immigration has transformed European countries into multi-racial and multi-ethnic societies, and it has become a central social and political issue. We will compare reactions to immigration in different countries and consider collaborative efforts among them. Topics will include theories about the causes of immigration into Europe; attempts by states to maintain control of their borders; varying approaches to incorporating immigrants into—or excluding them from—national communities; and the growth of national identity concerns in Europe, including the rise of xenophobic/extreme right movements. Students in this class will gain a rich understanding of the social, cultural, political and legal issues facing European countries and Europe as a whole as they respond to immigration from within and outside of Europe. Grades will be based on a combination of writing assignments, participation and tests.

A description is not available at this time.

This course examines the origins and evolution of both traditional medical systems and alternative health care patterns in Western civilization, from the earliest society to the present. Particular attention is placed on the impact of religion, warfare, and other societal factors on the development of medicine. The majority of this course deals with the growth of the American health care system, discussing the regular medical community, irregular medical sects, home health care, and various forms of quackery. Emphasis is placed on how changes in American society impacted on the evolution of public health, health care facilities, and the emerging role of the government in health care issues. No prerequisites, but students are expected to read assigned materials and to attend lectures. There will be a mandatory discussion session following each lecture.

This is a course in dramatic literature. Focus is on the form of drama: how drama differs from other story-telling literature. Readings cover periods (and styles) as varied as Greek tragedy and modern absurdist tragic-comedy. The text highlights differences in style, as well as the characteristics of types of plays, i.e. tragedy, comedy, tragic-comedy. Because plays are written to be performed, lectures and discussions often deal with the translation of the written page into performance. Students are required to purchase a semester pass and attend University Theatre productions.

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This is the third in a world theatre history sequence designed to explore the development of dramatic forms and theatre practices from the 5th century B.C.E. to 1970. In World Theatre: 1890 to 1970, we will discuss the history of the theatrical arts—which includes looking at drama, design, performance traditions and audiences—from the late dramas of Ibsen to the plays of Beckett and Pinter. Framed by questions of documentary interpretation and historical causation, the course will analyze the larger contexts of theatrical events, including social and political history, as well as the development of non-theatrical art forms. Our focus will be on western theatre with occasional references to non-western forms of performance and production. In addition, we will discuss some contemporary scholarship examining these theatrical events.

'Global Perspectives on Race and Performance' examines how theatre and performance constructed ideas of race in the United States, Europe, China, and West Africa from the nineteenth century through the mid-twentieth century. We will investigate how performances of race were constructed, appropriated, and adapted across geographies and how the performances' circulation established international connections among racial and ethnic communities as well as artists. We will critique the role of imperialism in the construction and dispersal of performances of race and explore how these performances were influenced by other local, national, and global political, social, economic, and cultural factors. Throughout the course of the semester, we will evaluate theatre and performance through the lenses of critical race theory, gender theory, postcolonialism, and histories of theatre, imperialism, colonialization, slavery, and migration.
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It is undeniable that the world has become integrated through the globalization of social, political, cultural and economic activity. Cities worldwide have been markedly affected by globalization, but in turn have played a role in the process. Using modernist ideology as a framework, this course will compare the economic, social, political, historical and cultural differences between different cities over time and space. Students will each choose one world city to study in depth.
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<td>Provides an introduction to organizational behavior in a global context. Emphasis is on applying core organizational behavior concepts such as leadership, motivation, and group processes, as well as more contemporary topics such as cultural diversity and expatriation to workers in Europe, Asia, and the Americas. Develops an understanding of culture and cross-cultural differences and an awareness of the key skills needed to interact effectively in cross-cultural settings.</td>
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A description is not available at this time.