

# West European Studies Course Descriptions Spring 2002

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## *ANTH – ANTHROPOLOGY*

### UNDERGRADUATE COURSES

**1738 27990 Gender Perspectives in Anthropology TBA**

This seminar will introduce students to cultural-anthropological approaches to gender. We will pay particular attention to the similarities and differences in the way gender understood cross-culturally; the ways in which gender is linked with ethnicity, race, class, nation, and sexuality; and the local impacts of global capitalism and post-colonial social structures on men's and women's bodies, their families, and their work lives. As an undergraduate seminar, this course requires a high degree of student participation.

**1787 33759 Special Topics in Cultural Anthropology:  
Colonialism, Nationalism and the Body Alter**

Historically colonialism has usually been understood in terms of economic priorities, international politics and various forms of institutional and ideological domination. Similarly, nationalism is often thought of in terms of institutionalized and ideological responses to economic and political domination. However, scholarship since the mid 1980s has shown how colonialism and nationalism are political forms of action that both depend upon and heavily influence cultural constructions of the body, and that embodiment can provide an important perspective on the culture of politics and various forms of power. Focusing on both historical and ethnographic studies, this course will seek to review this literature and contextualize it within the broader literature on nationalism and post-colonialism. Students will be asked to write four review essays, lead seminar discussions and actively participate in class.

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## *BUSMKT - MARKETING*

### UNDERGRADUATE COURSES

**1461 21920 International Marketing Dennehy, Daniel J**

Examines the unique characteristics of global marketing and the strategic marketing decisions for effective competition of the global environment in view of the rapid integration of the global economy (Prerequisite: BUSMKT 1040).

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## *CAS – COLLEGE OF ARTS & SCIENCES*

### UNDERGRADUATE COURSES

**0500 07645 Introduction to Study Abroad**

CAS 0500 is a 1-credit course that explores the study abroad experience. It presents various informational resources and directs students through program selection and university intercultural sensitivity and the role of the individual in the ever-shrinking global community.

Finally, the course attempts to demonstrate the ways in which study abroad complements and augments an undergraduate major, career goals, and overall personal development.

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## *CLASS –CLASSICS*

### **UNDERGRADUATE COURSES**

**0010 21774 Greek Civilization TBA**

This course will survey the major achievements of ancient Greek civilization. Arranged on a roughly chronological basis, the readings and lectures will move from the epic poetry of Greece's heroic Bronze Age, through the great intellectual innovations of the Archaic Age, to the Classical era dominated by the contrasting contributions of Sparta and Athens. Although the social and economic background will not be neglected, the chief emphasis will be placed on those aspects of Greek civilization that have retained a perennial significance for Western societies--its literature, its politics, its historical writing, its philosophy, its art and architecture.

**0020 31449 Roman Civilization Adamitis**  
**17538**

This course is intended as a general introduction to the miraculous rise of the city of Rome from a small crossroads village to the supreme empress of the western world and one of the greatest civilizations the world has ever known. In addition to careful descriptions of the overall social, political, military, and economic organization and institutions of the Roman Republic and Empire, the class will cover particular facets of Roman culture and society including literature, religion, philosophy, education, law, daily life, art and architecture, etc. The readings will also include primary texts (in translation) of the ancient Romans themselves, allowing the student to get a first-hand glimpse of these extraordinary people. Class time will be devoted both to lecture as well as to analysis, discussion, and questions about the primary readings. Handouts, slides, and films will also be provided to help bring the glory of the Roman world to life.

**0030 40815 Mythology in the Ancient World Jones, Marilyn Morgan**

Cross-listed with RELGST 0083. The subject of this course is the traditional stories--the myths, legends, and folktales--of the ancient Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation--even without the benefit of literacy. 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 textbook. We will devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, conceptualization of male and female sexuality, the debt of Greek and Roman traditional stories to the Near Eastern civilizations (including Egyptian), and the social and cultural bases of myth in general. Throughout, we will examine the many theories about the meaning of traditional stories from antiquity down to our own day.

**0330 40828 Myth and Science TBA**

Cross-listed with HPS 0427. 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.

**0500 40849 Ancient Art Weis, H Anne**

Cross-listed with HA&A 0150. The Mediterranean Sea is a lake and its shores have produced many important cultures and artistic traditions. The course will survey the artistic and cultural traditions of the Near East (Mesopotamia, Egypt, Turkey, Iran), and the Aegean, from the Neolithic to the Persian Empire. Special attention will be paid to: 1) the relationship between the artistic traditions of these areas and the societies which produced them, and 2) the way in which influences from one culture were transformed by another.

**1130 31444 Classical Mythology & Literature Newell, F John**  
**31487**  
**41195**

Cross-listed with RELGST 1144. This class will focus on the presence and use of myth in the literature of Ancient Greece and Rome. The purpose of the course is to introduce students to the authors, genres, methods, and contexts of what are the foundation works of the western literary tradition. We will proceed with lectures, in class discussions and short presentations by the students. A study guide will be provided on the World Wide Web.

**1140 46217 Greek Tragedy Smethurst, & Rimer**  
**11837 Heilbrunn, Gunther**

Cross-listed with THEA 1351. Greek Tragedy has cast an enormous shadow over every form of theatrical art since ancient times, but nowhere with more eloquence than in the development of opera, which, as a form of "total theatre," has combined music, dance, spectacle, acting, and visual staging effects to produce many masterpieces based on the Greek originals. In this course, students will read the original texts of Greek tragedies as well as the appropriate opera libretti in English translations, then use videos and audio recordings to examine a series of operas ranging from the early experiments of Monteverdi to Gluck, Berlioz, Richard Strauss, and Stravinsky, in order to make a comparative study of these diverse inspirations and influences. Students will write a research paper (also to be presented orally in class) on a Greek tragedy and its operatic version which has not been discussed in class.

**1210 27060 Greek History Jones, Nicholas F**

Cross-listed with HIST 1783. The course surveys the history of ancient Greece from the Bronze Age (the era of the Trojan War) to the Roman conquest of Greece. Within this framework, however, we shall focus our attention on the "Golden Age" of Athens. How does an historian view, and attempt to explain, such an Age? Did victory over a "national" enemy in the Persian Wars have an uplifting impact on the Athenian people? Did the empire headed by Athens, which grew out of a formerly free alliance, provide the necessary material conditions for "greatness"? What was the role played by domestic society? We shall examine the nature and impact of radical democracy; the Athenian citizen household; the status of women; childhood and old age; the practice of slavery; occupations (represented by farming, industry, and the military); and the economy in both its domestic and large aspects. Ancient historians, especially Herodotus and Thucydides, will contribute their estimations of Athens's achievement and more general analyses of human behavior. Throughout, our goal will be to understand the "Golden Age" in terms of the constitutional, political, and societal arrangements of Athens herself. If ancient Athens was "great" in any sense, it is the purpose of this course to explain in historical terms why and how this one city achieved such "greatness".

**1216 41366 Alexander & The Hellenistic Age TBA**

Alexander the Great's conquest of the Persian empire and the expansion of Greek culture into western Asia marks the beginning of a new epoch in Greek history. The classical era,

characterized politically by a multiplicity of small independent city-states and focused primarily on the Greek mainland and the Aegean basin, is replaced by a new age in which a few large heterogeneous nation-states dominate politically and the whole of the near east from the Adriatic sea to the Indus river is the scene of action. The course will concentrate first on the remarkable career of Alexander (336 to 323 B.C.) and then deal in a more general way with political developments in the successor states from his death to about 130 B.C. and with the social changes and intellectual achievements of the age.

**1312 40832 Plato Segvic, Heda**  
Cross-listed with PHIL 1020. An examination of Socrates' conception of the soul in two of Plato's dialogues: Protagoras and Gorgias. Among the topics explored are the notion of techne, an art or craft, and Socrates' attitude toward pleasure, in particular his endorsement of hedonism in the Protagoras, and his attack on hedonism in the Gorgias.

**1314 31482 Aristotle Allen, James V**  
Cross-listed with PHIL 1040. The aim of this course is to introduce students to Aristotle's philosophy by focusing on three central topics. (1) Substance: What is the world made up of at the most fundamental level? (2) Ethics: What is the good life for a human being? How is life to be guided by such a conception? (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.

**1520 40850 Roman Art Weis, H Anne**  
Cross-listed with HA&A 1130. Roman Art is the art of a civilization much like our own--cosmopolitan and multi-cultural. The course will trace the development of Roman Art from the formation of Rome's empire in the 2<sup>nd</sup> c. BC to the empire at its broadest geographical extent, in the 2<sup>nd</sup> c. AD., examining both the public art (architecture and sculpture) sponsored by the central and local governments, and the decorative arts of the Roman consumer.

## **GRADUATE COURSES**

**2301 40844 Ancient Philosophy Burnyeat, Myles Fredric**  
Title: The moral arguments of Plato's Republic. A close reading of the relevant parts of Books II, IV, and VIII-X. If, as I shall argue, the moral arguments are largely independent of the metaphysics and epistemology of the central Books V-VII, interesting issues arise both about the reasons a non-philosopher can have for pursuing justice for its own sake and about how many different types of person can attain happiness.

**2314 40837 Studies in Aristotle Segvic, Heda**  
Cross-listed with PHIL 2041 and HPS 2673. A study of Aristotle's ethics. Among the topics addressed: goods and objects of desire; happiness as the ultimate good; deliberation and choice; the relationship between practical wisdom and virtue of character. We shall also discuss some differences between Aristotle's ethics and modern moral theories.

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## ***CLST-STUDY OF CULTURE***

## **GRADUATE COURSES**

<b>2050</b>	<b>14801</b>	<b>Cultural Studies: Common Seminar</b>	<b>Bove</b>
The aim of this Common Seminar will be two-fold. To introduce the discussion of “globalization” as a current major topic in the domain of what has come to be called, “Cultural Studies”, and to engage in a strong critique of the major discourses on this topic in that domain. To these ends we will read a selection of major texts, with a strong attempt to cover the studies emerging from the humanities as well as the social sciences. We might well read authors such as Wallerstein, Dirlik, Giddens, and Godzich or others of similar importance. In addition, we shall discuss texts presenting a critique of this current field, established texts such as those of Benjamin or Heidegger. To the degree that it is possible, we shall organize discussion around the specific questions of language and media.			
<b>2069</b>	<b>36015</b>	<b>Gender in Global Perspective</b>	<b>Venarde</b>
See course description under HIST 2069.			
<b>2307</b>	<b>36023</b>	<b>Global Change</b>	<b>Holzner, Burkart</b>
See course description under SOC 2305.			
<b>2311</b>	<b>36037</b>	<b>Postmodern Culture</b>	<b>Vondirke, Sabine</b>
See course description under GER 2111.			
<b>2317</b>	<b>36028</b>	<b>Global Cities</b>	<b>Baiocchi, Gianpaolo</b>
See course description under SOC 2315.			
<b>2400</b>	<b>36093</b>	<b>Special Topics – Modern Art</b>	<b>Mccloskey, Barbara</b>
See course description under HA&A 2400.			
<b>2401</b>	<b>36082</b>	<b>Les Philosophers</b>	<b>Citton, Yves</b>
See course description under FR 2403.			
<b>2503</b>	<b>36076</b>	<b>Representations of the Holocaust</b>	<b>Insana, Lina N</b>
See course description under ITAL 2603.			
<b>2712</b>	<b>36049</b>	<b>Goethe’s Faust</b>	<b>Muenzer, Clark S</b>
See course description under GER 2612.			
<b>2803</b>	<b>36055</b>	<b>Jewish Contributions to Ger Lit</b>	<b>Colin, Amy</b>
See course description under GER 2703.			
<b>3111</b>	<b>36044</b>	<b>Postmodern Culture</b>	<b>Vondirke, Sabine</b>
See course description under GER 2111.			
<b>3161</b>	<b>36066</b>	<b>Advanced Graduate Film Topics</b>	<b>Landy, Marcia</b>
See course description under ENGLIT 3163.			
<b>3314</b>	<b>28296</b>	<b>Seminar in Public Argument</b>	<b>Krips, Henry P</b>
See course description under COMMRC 3314 and HPS 3314.			
<b>3612</b>	<b>36050</b>	<b>Goethe’s Faust</b>	<b>Muenzer, Clark S</b>
See course description under GER 2612.			
<b>3703</b>	<b>36061</b>	<b>Jewish Contributions to Ger Lit</b>	<b>Colin, Amy</b>

See course description under GER 2703.

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### ***COMMRC-COMMUNICATION: RHET & COMM***

#### **UNDERGRADUATE COURSES**

**1114 36109 Freedom of Speech and Press Streily, Michael Wayne**

This course examines issues of free speech and philosophies of expression from Ancient Greece through the most recent U.S. Supreme Court decisions affecting the World Wide Web. Skills in constitutional and rhetorical analysis will be developed through case study method of the First Amendment. There is a required text. Class participation and attendance play a major role in grading. There will be various in-class exercises as well as a final exam. Prerequisites: none, but an interest in rhetoric, communication, law, ethics, history, or political science is desirable. Pre-law students will find this course extremely beneficial.

**1145 24889 The History of Rhetoric Poulakos, John**

This course concerns itself with four periods in the history of rhetoric (Greek antiquity, Roman antiquity, the Middle Ages, the Renaissance). More specifically, it examines the role of rhetoric in shaping politics, law, society, religion, and education in each period. Students are expected to engage in active class discussion and write two papers, which they will revise and resubmit. They will also make two in-class presentations. Prerequisites: Public Speaking, English Composition, Rhetorical Process.

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### ***ECON-ECONOMICS***

#### **UNDERGRADUATE COURSES**

**0500 29482 Introduction to International Trade Cassing, James H**

This course provides an introduction to the field of international economics. The course divides roughly in half between topics from the pure theory of international trade and from international monetary economics. Whenever possible, topics from the "real world" will be analyzed using the tools we develop in class. Topics to be covered include: alternative pure trade theories; effects of tariffs, quotas, and other non-tariff barriers; US commercial policy; the European Community and other forms of regional integration; the balance of payments, methods for eliminating balance of payments disequilibrium; the international monetary system.

**1510 28595 Intermediate International Finance TBA**

This course provides an in depth analysis of international monetary economics and related topics in the area of international finance. Topics to be covered include exchange rate determination, balance of payments problems, the foreign exchange market, open economy macroeconomic policy making, and the international monetary system.

**1680 36617 Economics of European Union Cassing, Shirley A**

The aim of this course is to introduce you to the economy of Europe, with emphasis on the institutions of the European Union (EU) as they relate to economic systems, its economic relations with other European states and with the rest of the world, and also its economic problems and policies. The core of the course will focus on the economics of preferential trading agreements. The EU will be compared with regional trading blocs that exist in other regions of

the world. Some elementary economics will be reviewed when necessary, but no specialist knowledge is required. Students are encouraged to examine European economic policies in a critical manner, and some time will be spent on the eastern enlargement of the EU.

## **GRADUATE COURSES**

### **2500 28590 International Trade Ripoll, Marla Patricia**

International Trade is a course on Trade Theory. The course is divided into three main parts. The first part covers the static models of trade, both the ones based on comparative advantage, and the ones based on economies of scale and imperfect competition. The objective of this first part is to study and compare these different models, as well as their predictions, applications, and their performance in explaining the empirical facts of international trade.

The second part of the course is dedicated to dynamic models of trade. This second part examines the interaction between growth theory and international trade theory. In particular, we explore the ways in which factor endowments, multiple sectors of production, and international trade can alter and enrich the conclusions of one-good, closed-economy growth models. Finally, in the third part, we consider some more specific trade topics that have attracted special attention in recent years such as income distribution, development and trade, as well as some political economy models of trade policy.

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## ***ENGLIT-ENGLISH LITERATURE***

## **UNDERGRADUATE COURSES**

### **0540 16994 World Film History Luckett, Moya Teresa**

World Film History is an introductory course in Film Studies, which introduces basic techniques of film analysis and acquaints the student with some of the major works and movements in the international cinema from 1985 to the present. Among the important historical and aesthetic developments to be considered are: turn-of-the-century "primitive" films; the evolution of film narrative and visual style in the 'teens; the rise of the European avant-gardes of the 1920's (including Soviet revolutionary cinema, the French impressionist film and the German Expressionist cinema); the genres of documentary and experimental film; the classical Hollywood film of the 1930's-40's; post-war Italian neorealism, the French new wave, and other international cinemas. The specific films selected for presentation in this class are from the established masterworks of cinema.

### **0580 30127 Introduction to Shakespeare TBA** **16999 Goscilo, Margaret Bozenna** **05531 Goscilo, Margaret Bozenna** **37039 Aziz, Jeffrey H** **37026 Williams, Lois Mary**

This course will introduce students to several of Shakespeare's plays, the historical context(s) in which they were written, and the traditions of interpreting and appraising Shakespeare which persist into our own time. Students may be expected to view at least one film version of a Shakespeare play, and to attend a local production, if available.

**0580 10708 Introduction to Shakespeare Wion, Phylip K**

According to his friend and fellow-playwright Ben Jonson, Shakespeare "was not of an age, but for all time". But a lot has happened in the four centuries since he wrote (and revised) scripts for his fellow players to enact at the Globe Theatre and elsewhere. We'll read and discuss seven or eight of his plays, from the relatively early tragedy *Romeo and Juliet* to the late romance *The Tempest*, with a history play and several comedies and tragedies in between. We'll explore a variety of ways of understanding and responding to these plays, relating them both to Shakespeare's complex and conflicted culture and to our own. Scenes from film and TV versions will provide examples of ways in which the plays have been interpreted and brought to life for modern audiences.

**0580 05536 Introduction to Shakespeare Gillespie, Peter E**  
**37021**

This course will conduct a scene by scene study of six plays (comedies, tragedies, a history, and a problem play), focusing on how this writing speaks to us in the twentieth century. The class will be a mix of informal lecture/commentary (sometimes given by students) and discussion.

**0580 37034 Introduction to Shakespeare Bright, Curtis C**  
**05607**

This course will introduce students to several of Shakespeare's plays, the historical context(s) in which they were written, and the traditions of interpreting and appraising Shakespeare which persist into our own time. Students may be expected to view at least one film version of a Shakespeare play, and to attend a local production, if available.

**0580 31864 Introduction to Shakespeare Erbe, Arthur**

Shakespeare's plays and poems cover a variety of subjects and deal with many issues that are relevant to our society today. The plays read and discussed in the course include a selection of different types of plays: comedies, tragedies, history plays. We will analyze the main concerns of the plays such as love, justice, leadership, revenge, displacement, jealousy, discovery of the truth and parent-child conflicts. In addition, we will do close reading of important speeches and passages from the plays in order to focus on the language and poetry of specific scenes. We will also work with various approaches to reading the plays with some critical essays to give additional perspectives. The background of Elizabethan England and the conventions of Shakespeare's theater are also considered an important part of enriching the reading of the plays. We will also view several key scenes from selected plays. There are several short papers on six of the plays and an essay mid-term and final examination.

**1100 11556 Medieval Imagination Robertson, Kellie P**

This course will survey medieval literary culture from the Anglo-Saxons to the beginning of the sixteenth century. It is intended not only to give a sense of chronology but also to stimulate discussion about how the ideas and institutions that structure our everyday lives (memory; time; gender; love; marriage; the body) are not transhistorical imperatives but are culturally constructed and thus will vary not only from the medieval to the modern, but across the span of the Middle Ages as well. We will also look at how the modern imagination has represented the medieval one (in film and other media) in order to think about how such representations function simultaneously as commentary on our contemporary desires and anxieties as well as those of the period they claim to represent.

**1115 22120 Chaucer Robertson, Kellie P**

This course explores Chaucer's poetry in the context of the fourteenth-century social and political environments that necessarily shaped these writings. We will look at the cultural assumptions

that frame poems like the *Canterbury Tales* and *Troilus and Criseyde*, discussing how such writings were influenced not only by contemporary literary and court life but equally by recent episodes of plague, rebellion, and religious unrest. Throughout the course, we will take soundings of the commitments and practices found in contemporary Chaucer criticism.

**1125 05542 Renaissance in England Novy, Marianne L**  
**37042 West, Michael D**

We'll be reading literature from 16th and 17th century England, the time and place of social and intellectual changes important in making our world what it is today. This version of the course will have a special but not exclusive emphasis on gender; this means that, for example, we will look at love sonnets partly in terms of their attitude toward women; look for conflicts about gender in plays from one of the world's great ages of drama, read from Renaissance debates about women, and explore some works by women writers. We will also read poems, fiction, and plays dealing with other political and religious controversies of the time.

**1128 28691 Women in Shakespeare Novy, Marianne L**

Cross-Listed with Women's Studies

We will explore the representations of women in selected plays by Shakespeare in relation to cultural ideas about gender and sexuality. How do the plays dramatize or question beliefs about what is proper, natural, womanly, or manly? We will also discuss such topics as cross-gender disguise and the intersections of gender with race and class. We will consider Shakespeare's plays together with controversial works by other Renaissance writers, female and male, as well as with some recent research on the history of women in the Renaissance, and 20th century attempts to rewrite the roles, plots, and cultural judgments of Shakespeare's women in new literature. This term our focus will be on Shakespeare's comedies, including some of the less familiar plays--the problem comedies and the romances.

**1175 05547 19<sup>th</sup> Century British Literature Mooney, Harry J**

This course will focus on figures who are especially representative of a great literary century: three Romantic poets (Wordsworth, Coleridge, and Keats), and four writers (Arnold, Browning, Mill and Carlyle), as well as a number of significant prose writers; other figures, some more minor, will not be altogether neglected. In classes that combine lecture and discussion, we will pay close attention to the texts themselves, but we will also try to define the cultural, critical and moral thinking that shapes them.

**1199 25086 Topics in British Literature Boettcher, Christopher E**

This course offers a general introduction to early forms of science fiction in nineteenth-century Britain. We will be reading together a number of early British science fiction works, locating the origins, themes, and implications of this literature in relation to a number of broader literary traditions such as romanticism and realism. Most science fiction theorists think of the genre as a modern invention with particularly modern concerns. We will study this new form of literature in relation to such concerns, especially the emergence of modern science and accompanying changes to the ways in which people in nineteenth-century Britain understood their place in this new unfolding world. Our broader interest, however, will be to place science fiction within much larger social ideas about literature. Among these broader ideas are the ways in which literature has been understood since the early nineteenth century as both a way to understand this changing world and also as an instrument of social change. To this end we will examine developments in literature such as the transformation of the study of classics and the ancient past, the institutionalization of English literature, and the emergence of popular novel genres.

**1325 25090 The Modernist Tradition Judy, Ronald Trent**

Through readings of a relatively wide range of English-language text, including works translated into English, spanning the period of the twentieth-century from roughly World War One to the late 1980, this course will elaborate and explore the problematic of fragmentation, temporality and formal sensibility commonly associated with modernism.

**1603 11841 Satire Schroeder, Barbara W**

This course focuses on the evolution of satire in America from colonial times to the present. The readings include short works by satirists from Benjamin Franklin to Gore Vidal, the film Lenny, and three longer works: G.B. Trudeau's Flashbacks: Twenty Five Years of Doonesbury, Nathanael West's Day of the Locust, and Don DeLillo's White Noise. The course also examines changes in critical writing about satire.

**1701 28717 Topics in Women's Studies Hibbard, Andrea L**

This class considers the repertoire of women characters who populated Victorian culture and novels. These characters (social and literary) and the controversies they generated gave form and definition to Victorian culture. We will discuss what women (and men) had at stake in the invention and perpetuation of some of these types. We will also explore the relationship between these characters, the novels they inhabited, and what the Victorians called the "Woman Question." We will read works by a range of novelists including the Brontes, Elizabeth Gaskell, Charles Dickens, Mary Elizabeth Braddon, and George Eliot. We will also consider how popular Victorian visual images, conduct literature, periodical writing, and other non-fiction prose contributed to the creation and reproduction of social and literary icons like the angel in the house, the mad woman in the attic, and the new woman.

**1900 28726 Junior Seminar: Sexing Money: Race, Gender and Capital Latta**

This course will consider a number of texts in which discourses of sex, race, and economics converge. We'll focus primarily on texts from the medieval and early modern periods--whole or partial works by Langland, Chaucer, Spenser, Shakespeare, Jonson, Milton, Defoe, Swift, and others -but later works may also come into play. We'll talk about questions of representation, figuration, genre and history, which we'll seek to answer through a vocabulary acquired primarily from materialist theory.

**GRADUATE COURSES**

**2133 37173 17<sup>th</sup>-Century Poetry Klannery, Kathryn T**

From Plato on forward, the lyric has been understood as a special kind of representation of "voice" and as such assumes a relationship with an audience. But what sort of relationship? Northrop Frye contended that the "poet turns his back on his listeners." T.S. Eliot said that while the lyric poet may be talking to himself, one of the great pleasures of poetry for the reader was "overhearing words that may or may not be addressed to us." Others have thought of the lyric as explicitly addressing an audience that serves as metaphor for readers in general. Or, as Timothy Bahti puts it punningly, reading is the end of the lyric. I want to consider the question of audience in relation to lyric poetry of the 17th century, not only in terms of how the poems can be said to figure a listener/reader, but also in terms of the difficulty such poems pose for us as readers removed by time, culture, and by the very possibility of belief. This is a course designed not only for those who have a particular interest in the literature and culture of the early modern period, but also for those who are interested in poetry more generally.

## ***FR-FRENCH***

### **UNDERGRADUATE COURSES**

**0021 04870 Approaches to French Literature Russell, Daniel S**

The goal of this course is to illustrate ways of looking at literary texts. We shall examine a few plays, prose works and poems, trying to answer some of the following questions: What is the relationship between the text and the historical moment when it was written? What is specifically literary in the text? How can reading such a text make us more able to understand today's world? Considering these questions should make students more familiar with the French cultural tradition and also help them understand the literary phenomenon in general. French will be used in lectures and class discussions.

**0055 04874 French Conversation Hicks, Benjamin E  
26923 Meriz, Diana T**

This course is designed to help students already familiar with the basic grammatical structure of the language to improve their facility in oral expression.

**0056 04883 Written French 1 Kosinski, Renate Elizabeth**

This course is designed to help students already familiar with the basic grammatical structure of the language to improve their facility in oral expression.

**0057 04892 Written French 2 Watts, Philip C**

This course is a sequel to French 0056. Students will continue to practice the writing process by exploring several genres (essays, correspondence, etc.) in an attempt to acquire the tools to perfect the final product.

**0058 04897 Advanced French Conversation Vallury, Rajeshwari S**

A more advanced conversation course in French for majors and non-majors who wish to maintain or improve their command of the spoken language.

**0081 40907 French Theatre Hicks, Benjamin E**

Theater is perhaps the major literary achievement of the neo-classical period of France. In this course we shall explore tragedy and comedy during the seventeenth century, as well as its survival in modern French theater. We shall study plays by each of the three major dramatists of the period (Corneille, Racine, Molière) and to show the transformations French classicism undergoes in our own century, one play each by dramatists such as Giraudoux and Sartre. Class meetings will be devoted to close readings of the plays to discover the dramatic articulation of events, and through careful consideration of character portrayal, choice of language and the implications of the outcome, the overall "message." Students will be asked to participate in the class discussions and write several papers. Plays will be read in English translations. French majors are welcome to take this course to satisfy in part the CAS "W" course requirement, but the course does not count toward the French major.

**1004 40912 Novel 2 Vallury, Rajeshwari Suryamohan**

This course traces transformations in the French novel from the mid 19<sup>th</sup> to the late 20<sup>th</sup> century. We will read 6 or 7 novels in the French chosen for their literary merit as well as their importance as landmarks in the process of evolution. The approach will combine historical background with close textual analysis in the attempt to understand the ways in which the novel as a literary and

aesthetic form both represents and reinvents reality. Readings, lectures and discussion will be in French.

**1014 40978 18<sup>th</sup> Century Topics: Citton, Yves**  
**Visions of Globalization and European Unification**

How new is the idea of a unified Europe? Was “globalization” only conceptualized over the last 20 years? What are the long-term intellectual roots of today’s move towards constructing supranational institutions and freeing transnational economic flows? We will address such questions by studying texts from various genres (philosophical speculation, political theory, economic thought, novels) written during the long 18<sup>th</sup> century (1650-1815). The cosmopolitanism that has been identified as a trademark of the Enlightenment, led many *Philosophes* to raise questions which are still at the core of today’s debates. Our main thesis will be that, today as yesterday, globalization and supranational integration are to be conceived as *visions*, as inextricable mixtures of dreams, delusions, projects, ideals, and deceptions which should be studied in their imaginary dimension as well as in their reality. It is this imaginary (cultural) dimension which this course will explore at its birth in 18<sup>th</sup> century Europe. After a short introduction sketching the intellectual landscape which these debates inherited from the 17<sup>th</sup> century, we will focus on a series of specific topics such as: (a) *Early reality of globalization*: how internationally integrated was the 18<sup>th</sup> century world economy? (b) *Early perceptions of globalization*: what early statements can we find of the feeling of living in One-World? (c) *A survey of early rationales for European integration*: what plans were proposed between 1650 and 1815 to integrate the European kingdoms within a single federation and/or a common market? (d) *Supranational politics and citizenship*: How did such cosmopolitan proposals interact with the birth of the nation-state and of nationalist feelings? (e) *The cultural stakes of globalization*: what anxieties and hopes were raised by the perspective of a syncretic European culture (in terms of language domination, values and identity politics)?

**1051 40917 French Civilization Russel, Daniel S**

This course surveys the evolution of French society and culture from the Revolution through the Fourth Republic and the opening days of the Fifth. Readings and discussions focus principally on the intellectual and artistic history of nineteenth-and twentieth-century France. The goal of the course is to show how the complex heritage of social pressures, intellectual trends and artistic ferment have produced the France we know today. French 1050 is not a prerequisite, and this course does not presuppose any knowledge of pre-revolutionary French civilization. This course will be taught in French.

**1052 27071 Special Topics in French Civilization Meriz, Diana T**

**Stylistics and Translation**

This course is designed for students who already have achieved a relatively advanced level of competence in grammar and composition and who wish both to acquire a fluent idiomatic writing style and explore techniques and problems in translation. Using mainly a comparative examination of salient features of French and English as a springboard for classroom activities and written assignments, we will focus on the acquisition of a sufficiently wide range of syntactic and lexical patterns to permit idiomatic and stylistic correctness while avoiding monotony of expression. The course grade will be based on class participation (50%) and written assignments (50%).

**1072 40921 Representing Justice Citton, Yves**

How can one “represent” the concept of Justice? What are the “narratives of justice” which have been used in the past to explain this notion? What are the ones that talk to us most vividly today? This course will attempt to answer such questions by looking at the narrative component of

*philosophical* definitions of justice, and by confronting them with *literary* elaborations of the theme of (in)justice. From Plato to Levinas, from Sophocles to Edward Bond, we will soon discover that the exchange between philosophy and literature is a very rich and complex one: while philosophers often abandon their conceptual mode of discourse to insert stories in order to illustrate their ideas, novelists often produce narratives which blur the distinction established in the pure spheres of abstract reasoning. We will focus on modern European and American writers, but we hope to draw from these readings (as well as from their critical interpretations) suggestions which can be universal in scope. The study of this long tradition will help us understand where our current notions of the just and the unjust come from. The last section of the course will be devoted to a reflection about the place left to justice in our current world order: we will confront apologies of “the inherent justice of free-market mechanisms” to statistics about US society and the world economy in 2000, as well as philosophical reflections about the “postmodern” and political proposals for reparations due to African-American people.

**1087 31888 Legal French**

This course emphasizes both theoretical knowledge of basic legal principles and terminology and the acquisition of advanced skills in the translation of legal texts. Documents for translation are drawn from business, corporate and commercial fields, including power of attorney, leases, insurance policies, legislation, contracts, by-laws, articles of incorporation, etc.

**1096 04920 French Professional Translation 2 PTCP Faculty**

Cross-listed with LING 1086 (19185)

This course is intended for those translators in training who want to gain experience in working with the type of material that professional translators handle under actual “on-the-job” situations. This course emphasizes acquisition of practical translating skills, introduces basic principles, pertinent technical terms and idiomatic expressions as they occur in commercial and technical texts. This is a continuation of French Professional Translation 1.

**1900 04989 Professional Translation Internship PTCP Faculty**

Cross-listed with LING 1092 (19201)

Practical, on-the-job translation training with a professional translator or translation business. Internship site may have criteria for selecting interns. Average of 10-12 hours per week.

## **GRADUATE COURSES**

**2105 40960 Seminar: Medieval Topic Kosinski, Renate Elisabeth**

The *Roman de la Rose* was one of the central texts of the middle ages. The first part by Guillaume de Lorris (ca. 1230) is an intricate love allegory. The second part by Jean de Meun (ca. 1270) continues the allegory but also contains fascinating discourses on such topics as reason vs. love, art vs. nature, love stratagems, or procreative sexuality. Mythological intertexts also play an important role. In addition to the romance itself this course will examine its ancestors, its descendants, and its later polemical context. We will read parts of Ovid’s *Metamorphoses*, Boethius’ *Consolation of Philosophy* and texts by Machaut as well as Christine de Pizan’s *Débat du Roman de la Rose* of 1401-02.

**2403 40956 Les Philosophers Citton, Yves**

How new is the idea of a unified Europe? Was “globalization” only conceptualized over the last 20 years? What are the long-term intellectual roots of today’s move towards constructing supranational institutions and freeing transnational economic flows? We will address such questions by studying texts from various genres (philosophical speculation, political theory, economic thought, novels) written during the long 18<sup>th</sup> century (1650- 1815). The

cosmopolitanism that has been identified as a trademark of the Enlightenment, led many *Philosophes* to raise questions which are still at the core of today's debates. Our main thesis will be that, today as yesterday, globalization and supranational integration are to be conceived as *visions*, as inextricable mixtures of dreams, delusions, projects, ideals, and deceptions which should be studied in their imaginary dimension as well as in their reality. It is this imaginary (cultural) dimension which this course will explore at its birth in 18<sup>th</sup> century Europe. After a short introduction sketching the intellectual landscape which these debates inherited from the 17<sup>th</sup> century, we will focus on a series of specific topics such as: (a) *Early reality of globalization*: how internationally integrated was the 18<sup>th</sup> century world economy? (b) *Early perceptions of globalization*: what early statements can we find of the feeling of living in One-World? (c) *A survey of early rationales for European integration*: what plans were proposed between 1650 and 1815 to integrate the European kingdoms within a single federation and/or a common market? (d) *Supranational politics and citizenship*: how did such cosmopolitan proposals interact with the birth of the nation-state and of nationalist feelings? (e) *The cultural stakes of globalization*: what anxieties and hopes were raised by the perspective of a syncretic European culture (in terms of language domination, values and identity politics)?

**2603 40973 Representations of the Holocaust Insana, Lina N**

Using the work of Italian Holocaust survivor Primo Levi as an organizing principle, this course will explore representations of the Holocaust in Literature and Film. We will pay particular attention to issues such as the stages of testimony, survivor guilt and the grey zone, and the problems of ineffability and literary models. We will attempt to place Levi's most important testimonial writings in dialogue with each other, as well as with English-, Italian- and French-language texts (Tedeschi's *There is a place on earth*, Delbo's *None of us will return*, Wiesel's - *Night*, Steinberg's *Speak you also*, Cavani's *The Night Porter*, Wertmüller's *Seven Beauties*, Rosi's *The Truce*, among others) that best reflect and complicate his concerns.

This course will be taught in English; students will have the opportunity to read texts either in their original language, or in translation, depending on their program of study.

Students will be expected to prepare oral presentations on various critical topics, as well as to write a 15-20 page term paper on the topic of their choice.

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**GER-GERMAN**

**UNDERGRADUATE COURSES**

**1002 24693 German Phonetics Bell, Teresa, Reber**

This course is designed for students to perfect their listening and speaking skills in German through the application of phonetics. Students will learn how to write sounds of German phonetically, listen to and imitate recorded texts, and learn how to pronounce the sounds of the German language. As students learn how to pronounce sounds in German, more and more emphasis will be placed on accurate pronunciation in words with which students are already familiar as well as with new words.

**1004 22268 Professional German 2: Business German**

This is an advanced language course that aims to familiarize students with specialized vocabulary and practices of German-speaking countries in professional areas especially in international business. The course will focus on oral and aural proficiency, appropriate written discourse, and reading. Students will have the opportunity to evaluate case studies pertaining to international business. The course integrates economic geography and business culture of Germany, Austria, and Switzerland with language instruction.

**1052 12635 The Major Cultural Periods Wylieernst, Elizabeth**

This survey course is designed to introduce students to major developments in the cultural history of German-speaking countries. The course reader will contain maps, historical information as well as representative literary and expository texts from the Middle Ages to the Age of Enlightenment (ca. 750 AD to 1785), mostly in form. Lectures, student reports, examples of music, art and architecture will complement the readings. Topics include the re-working of Germanic myths in medieval Christian literature, the Reformation and its impact on the development of Modern High German, the beginnings of modern science and technology, as well as musical and artistic developments. These will be discussed before the social and political background of the imperial tradition from Charlemagne to the Habsburg Dynasty, the emergence of the middle classes during the Renaissance period and the radical change of European worldview during the Age of the Enlightenment. Texts will range from first written treatments of Germanic oral literature such as magic spells and heroic tales to legal documents on witchcraft and Jewish rights, courtly epics, mystical hymns, love poems, popular songs, and excerpts from novels as well as political and philosophical essays. Authors include Einhard, Hildegard von Bingen, Gottfried von Strassburg, Walther von der Vogelweide, Johannes von Tepl, Sebastian Brant, Martin Luther, Martin Opitz, H. J. Christoffel von Grimmelshausen, Andreas Gryphius, Immanuel Kant, Anna Louisa Karsch, and Gotthold Ephraim Lessing.

**1101 37637 Advanced German 1: Media Hake, Sabine**

Intended to be an upper-level language course, this course will be devoted to strengthening students' linguistic skills primarily in speaking and listening, but also in reading and writing. We will examine specific aspects of daily life in Germany via contemporary print, audio, and video media. Class discussions, debates, oral reports, and written assignments will be based on a broad variety of contemporary sources including newspapers, magazines, radio broadcasts, interviews, radio plays, television advertisements, as well as documentary and feature films.

**1101 00044 Advanced German 2: Structure Lyon, John B**

Intended to review and solidify the student's mastery of German grammar and syntax, this course is for serious students who wish to use German as a professional tool or to enroll at a German university. Students are expected to read a variety of expository texts with a particular emphasis on selections from contemporary media, prepare short 1-2 page responses to selected readings, participate actively in class discussions of assigned reading and grammatical topics, as well as small-group revision activities, carefully review grammatical explanations and complete related exercises, research, write, and revise an 8-page final project on a topic of interest related to German culture.

**1103 08865 Advanced German 2: Recitation – in Augsburg**

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.

**Prerequisites:** Enrolled for "Pitt in Germany" through Study Abroad.

**1196 00052 German Professional Translation 2**

Cross-listed with LING 1087. This course is the continuation of Professional Translation 1, and must be taken from the same language department.

**1198 00057 Professional Translation Internship-Ger McCormick, Dawn**  
Cross-listed with LING 1090. Practical, on-the-job translation training with multi-national company. International environment, on-hand reference materials and actual office procedures for translators.

**1199 29512 German Scientific/Tech Translation Waeltermann, Dieter**  
Cross-listed with LING 1080. This course will introduce students to the subject of scientific and technical translation in German, an area in which there is much demand for qualified professionals.

**1228 37676 Literature and Culture 1830 – 1890 Lyon, John B**  
Rapid social and political change characterizes the 19th Century in German-speaking countries. Important ideas and developments, including the rise of both socialism and nationalism, bourgeois demand for parliamentary politics, and increased industrialization, transformed the political, social, and cultural landscape. This course will examine the correlation between socio-political transformations and cultural change. Students will analyze texts, music, and art from periods such as *Vormärz*, *Junges Deutschland*, *Realism*, and *Naturalism*, and will focus on topics such as the role of women, the status of minorities, political revolution, class conformity, and the rise of technology. Readings include works by Georg Büchner, Heinrich Heine, Annette von Droste-Hülshoff, Gottfried Keller, Theodor Fontane, Theodor Storm, and Gerhard Hauptmann.

**1500 22277 Germanic Myths, Legends, and Sagas Wylieernst, Elizabeth**  
We remember their gods in the names of days (Wodan'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.

**1502 12375 Indo European Folktales Wylieernst, Elizabeth**  
**13297**  
The Grimm Brothers' *Children's and Household Tales*, first published in 1812, was destined to become the most widely read, the most influential, and the most frequently imitated book ever created in the German language. One explanation for this collection's unparalleled popularity is the universality of its raw material. Indeed, as the Grimms, who themselves were dedicated scholars of language, culture, and antiquity, in time would discover, not only had these stories come to their corner of Europe from India, the middle east, and other distant locations, but many of them had been in oral circulation since the beginnings of recorded history. German 1502 is a study of the folktales of the Indo-European language and cultural area, a sweep of geography that extends from India to Iceland, and beyond. These tales are, quite literally, voices from the past and from afar. In this course we will examine individual stories both as aesthetic expressions in their own right and also as reflections of social and psychological values from different cultures and periods.

**1510 37641 Kafka and the Modern World Muenzer, Clark S**

This course examines the fictional works of one of Europe's most celebrated writers during the first quarter of the 20th century with explicit reference to the modernist tradition. Franz Kafka's consummate treatment of such issues as man's relationship to authority, his alienation in a mass society, the constitution of the self, guilt and punishment in a world that has lost its gods, the relation of power to truth, the threat of totalitarian ideologies, and the place of writing in a fallen world constitute the thematic core of the course. Special emphasis is placed on Kafka's reflections of these themes in the context of Enlightenment thinking. Essays by Kierkegaard, Nietzsche, Freud and Marx are also read to define and elaborate the intellectual environment of the early twentieth-century. Students are introduced to a variety of critical methodologies through selected readings of secondary literature.

**1522 29166 Germany Today Hake, Sabine**

This course is designed to give students an overview of Germany today through cultural and artistic phenomena. All aspects of German culture will be considered. We will discuss a variety of topical issues affecting individual Germans such as the relationship between East and West Germans, gender relations, the situation of minorities in light of renewed xenophobic outbreaks of violence, and the status of artistic expression in contemporary society. One major theme of the course will be the construction of German national identity through and against the shadow of the Nazi-past, the enormous influence of U.S. popular culture, and the growing integration with Europe.

**1528 29171 Vienna Colin, Amy**

This turn of the millennium and century has awakened great expectations. The past century was overshadowed by world wars, the Holocaust, the Cold War, genocide and other tragedies. We all hoped that this new century will bring global peace. The atrocious attacks on NYC and Washington, D.C. undid such hopes. Are we facing a new global war? The present and the future cannot be understood without a knowledge of the past. Looking at major political and cultural changes in one of the most fascinating cities of Europe, this course tells the tale of Vienna 1900 and Vienna 2000, as a symbol of Europe, the course uncovers the ways in which the past sheds light on the present, and in turn, the present illuminates the past. Vienna 1900, the flamboyant city of the music and art, was a major cultural center of Europe. Here creativity was flourishing, prompting the intellectual avant-garde to discover new border zones of science, philosophy, and art. Wittgenstein conceived his path-breaking theories of language; Freud uncovered substructures of the human psyche, while Schoenberg developed the twelve-tone music, and Kraus wrote his superb polemics against journalists and politicians. Viennese intellectuals, philosophers, artists, and writers anticipated the most crucial issues, concerns, and debates of our time, providing answers to seminal questions which reemerged at the turn of a new century. Vienna 2000, a gateway to Eastern Europe, is a city in which many different nationalities coexist relatively peacefully. It is a city which remains well aware of its past and strives to become once again a leading cultural capital of Europe. In its efforts to redefine its place in a United Europe, Vienna 2000 builds bridges between East and West, turning itself into the Center of Central Europe.

Through documentary and feature films as well as slide shows this multi-media course investigates the parallels between the years 1900 and 2000, introducing students to the multifaceted turn of the century Viennese culture in its relation to the present time. The course focuses on history, politics, philosophy, art, music and literature. Among the major figures discussed in this course are: Kraus, Freud, Wittgenstein, Schnitzler, Klimt, Loos.

## GRADUATE COURSES

**2111 37658 Postmodern Culture Vondirke, Sabine**

Cross-listed with CLST 2311

The term “postmodern” permeates all facets of academic discourse. Moreover, it has also become a common term in the mass media, appearing in connection with topics as diverse as architecture, fashion, literature, or film. Its wide use has at the same time generated much confusion and controversy about the notion of postmodern and its related terms postmodernism/postmodernity. This course gives students an opportunity to explore the debate on postmodernism/postmodernity in order to address the question: How, if at all, should we conceive of our times as postmodern? Materials for discussion may include theorists such as Weber, Adorno, Lyotard, Baudrillard, Jameson, Habermas, Beck, Hall, Hutcheon, Fiedler, as well as a variety of cultural artifacts and phenomena. The language of instruction will be English.

**2612 37646 Goethe’s Faust Muenzer, Clark S**

Cross-listed with CLST 2712

The monumentality of Goethe’s *Faust*-drama will be investigated with reference to its underlying aesthetic and epistemological structures. Seminar participants will examine both formal and thematic issues through the close reading of Parts One and Two in order to analyze Faustian striving (“Streben”) in terms of a “dialogue among discourses,” including those of knowledge, sexuality, politics, art, and history. Where appropriate, paradigms from contemporary theory will be considered. Discussions will address such perennial problems of *Faust*-interpretation as the “unity” of the play, the function of Mephistopheles, and Faust’s salvation.

**2703 37653 Jewish Contributions to Ger Lit Colin, Amy**

Cross-listed with CLST 2803

The seminar explores diverse visions of a German Jewish symbiosis and their ultimate failure. Topics include creative misreadings of German culture and Jewish traditions, reflections on the notion of identity in its relation to language, endeavors to cope with the fate of being outcasts and with internalized prejudices. The impact of Jewish thought on German intellectual history, philosophy and literature. Readings might include texts by the following authors: M. Mendelssohn, H. Heine, B. Pappenheim, M. Buber, G. Scholem, W. Benjamin, N. Sachs, R. Auslander, E. Canetti, J. Becker, et al.

**3111 37671 Postmodern Culture Vondirke, Sabine**

See course description for GER 2111.

**3612 37660 Goethe’s Faust Muenzer, Clark S**

See course description for GER 2612.

**3703 37665 Jewish Contributions to Ger Literature Colin Amy**

See course description for GER 2703.

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## GREEK – GREEK

## UNDERGRADUATE COURSES

**1302 31450 Greek Authors 2 Newell, John F**

This is a third-year Greek course designed to improve facility in reading Ancient Greek and to aid in the development of a critical approach to a text. We will read Plato's *Protagoras* and perhaps selections from prose authors which are of interest to the class.

**1303 31455 Greek Authors 2: Writing Practice Newell, John F**

This course adds a writing component to Greek 1302. We will begin with a survey of basic bibliographic tools and electronic resources which are regularly used by classical scholars. Students will then commence on a series of short writing assignments through which they will build, with the instructor's guidance, a final paper for the term.

**2204 40791 Greek Seminar: Comedy Aristophanes Jones, Nicholas F**

Conventionally known as "War" plays, *Acharnians* and *Peace* are at the same time vivid portrayals of contemporary Attic society and culture in their otherwise elusive rural dimensions. The seminar will read the two plays in their entirety, supplemented by substantively parallel passages from Aristophanes' fragments and the remains of other Old, Middle, and New Comic playwrights, with special attention to Athens outside the walls both in the local farm or village setting and in interaction with city folk, institutions, and culture.

Each weekly assignment will be examined with respect to genre, language, meter, etc. within a broad methodological context of textual criticism. Particular use will be made of the recent (1998) Oxford commentary on the *Peace* by S. Douglas Olson. The instructor will draw upon his extensive publications on Athenian society and will present extensively from his in-progress book "Rural Athens under the Democracy."

Each student, besides reading, translating, and commenting on our texts, will make two oral reports on topics of his/her choosing, one of which will be developed into a research paper.

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## HA&A--HISTORY OF ART & ARCHITECTURE

## UNDERGRADUATE COURSES

**0010 04762 Introduction to Art Wilkins, David G**

From prehistoric 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 European, Asian, and American works of art and architecture within their historical context. Illustrated lectures and recitations will discuss selected works of art in depth and relate them to the historical culture in which they were produced. In the broadest light, the course is designed to demonstrate and teach some of the basic tools of analysis and critical thinking with which to approach works of art as both aesthetic objects and historic documents.

**0010 12749 Introduction to Art Farrell, Michele Ciara**  
**25965**

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. Illustrated lectures will discuss selected works of art in depth and relate them to the historical culture, which produced them. 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.

**0011 08910 Introduction to Art Writing Practicum**  
**04740**

This practicum may be taken in conjunction with any section of HA&A 0010 being offered in Spring 2000. In this practicum students will write and rewrite 12 pages on topics related to HA&A 0010.

**0011 11314 Introduction to Art Writing Practicum**

This practicum may be taken in conjunction with any section of HA&A 0010 being offered in Fall 2001. In this practicum students will write and rewrite 12 pages on topics related to HA&A 0010.

**0030 37738 Introduction to Modern Art Dwyer, Britta C**  
**41423 TBA**

This course will address critical issues in Western painting and sculpture late-19th century to the present day. The first half will examine the rise and development of distinctly Modernist attitudes in Impressionism and Post-Impressionism, culminating in the great outburst of radical innovation in the early years of the 20th century. The second half will explore the consolidation of a Modernist tradition in the middle years of the century, including further innovations such as Abstract Expressionism, Pop, Minimalism, and Conceptualism, and will conclude with a study of recent "postmodern" challenges to this tradition.

**0030 37740 Introduction to Modern Art Piller, Josienne Nanney**

This course will address critical issues in Western painting and sculpture late-19th century to the present day. The first half will examine the rise and development of distinctly Modernist attitudes in Impressionism and Post-Impressionism, culminating in the great outburst of radical innovation in the early years of the 20th century. The second half will explore the consolidation of a Modernist tradition in the middle years of the century, including further innovations such as Abstract Expressionism, Pop, Minimalism, and Conceptualism, and will conclude with a study of recent "postmodern" challenges to this tradition.

**0030 41423 Introduction to Modern Art CGS Day Program**

This course will address critical issues in Western painting and sculpture late-19th century to the present day. The first half will examine the rise and development of distinctly Modernist attitudes in Impressionism and Post-Impressionism, culminating in the great outburst of radical innovation in the early years of the 20th century. The second half will explore the consolidation of a Modernist tradition in the middle years of the century, including further innovations such as Abstract Expressionism, Pop, Minimalism, and Conceptualism, and will conclude with a study of recent "postmodern" challenges to this tradition.

**0040 30778 Introduction to Architecture Pustorino, Alia M**  
**41215 Neal**

This course introduces students to the history of architecture from the ancient world through the twentieth century, focusing on Western architecture. It will take a critical approach to architecture in terms of both single monuments and urban complexes. Students will not only learn about periods and styles, but also about theoretical and contextual issues that lead to distinctive architectural expressions. The course will prepare students for more specialized studies in the history of architecture.

**0050 33744 Introduction to Medieval Art Dolan, Marion**  
A survey of the painting, sculpture, and architecture of the Middle Ages (A.D. 300-1450). It will trace the development and stylistic changes beginning with the Early Christian Period through Byzantine, Carolingian, Romanesque and Gothic. Discussion of the development of illuminated manuscripts from these time periods will also be included.

**0150 37745 Ancient Art Weis**  
Cross-listed with CLASSICS 0500. The Mediterranean Sea is a lake and its shores have produced many important cultures and artistic traditions. The course will survey the artistic and cultural traditions of the Near East (Mesopotamia, Egypt, Turkey, and Iran) and the Aegean, from the Neolithic to the Persian Empire. Special attention will be paid to: 1) the relationship between the artistic traditions of these areas and the societies which produced them, and 2) the way in which influences from one culture were transformed by another.

**0302 29306 Renaissance Art Rejaie, Azar Midokht**  
This course is designed to introduce students with minimal background to the works of the major painters, sculptors and architects working in Italy between 1250 and 1580. The historical context for the dramatic stylistic changes seen in these centuries will be discussed. The focus will be on major artistic centers of activity - Florence, Venice, and Rome above all - and on the careers and works of the most influential figures including Giotto, Donatello, Masaccio, Brunelleschi, Ghirlandaio, Botticelli, San Gallo, Raphael, Michelangelo, Bellini, Giorgione, and Titian.

**0302 41540 Renaissance Art Farrell**  
This course is designed to introduce students with minimal background to the works of the major painters, sculptors and architects working in Italy between 1250 and 1580. The historical context for the dramatic stylistic changes seen in these centuries will be discussed. The focus will be on major artistic centers of activity - Florence, Venice, and Rome above all - and on the careers and works of the most influential figures: Giotto, Donatello, Brunelleschi, Leonardo, Raphael, Michelangelo, Bellini, Titian and Palladio.

**0420 37788 Van Gogh Sheon**  
This introductory course will study one major artist as a means of approaching the methodology of art history. The major periods of his career will be presented in the context of European art of the nineteenth century particularly, Impressionism and Post-Impressionism. Majors are encouraged to enroll in 1010 Van Gogh Approaches, simultaneously.

**0450 37783 Twentieth Century Architecture Hearn, Millard F**  
This course deals with the major developments in European and American architecture from the 1890s to 2000. It will treat changes in theory, technology, and concepts of style - ideas central to the creation of architecture. The goal is to examine the most important ways in which the built environment was transformed during the twentieth century in response to the changes in society.

**1010 04913 Approaches to Art History: Churchill, Derek D**  
**Jan van Eyck and the Origins of Realism**  
This undergraduate seminar is intended for majors who are enrolled simultaneously in *Dutch & Flemish Painting* (HA&A 1304), or who have previously taken *Northern Renaissance Art* (HA&A 0310). The Netherlandish painter Jan van Eyck (died 1441) practically invented the modern art of oil painting, and he is one of the first and most dazzling exponents of a "realistic" vision of his surroundings. During his brief career in the early 15th century, Van Eyck created such artistic icons as the *Ghent Altarpiece* and the *Arnolfini Wedding Portrait*. In this course we will discuss readings on Eyckian problems like the role of Jan's putative elder brother Hubert van

Eyck, the authorship and meaning of paintings associated with the artist, his social environment in the Burgundian Netherlands, and his critical reception from his own lifetime to the present. We will also venture away from Van Eyck himself to address other artists who adopted his naturalistic approach to depicting the “real” world. Each student will prepare a major research paper of 10-15 pages as well as doing several short oral and written presentations on a variety of topics.

**1010 19165 Approaches to Art History Sheon, Aaron**  
**Van Gogh and His Interpreters**

This undergraduate seminar is intended for majors who are enrolled in Van Gogh 0420 simultaneously or have taken the course previously. This course is an advanced discussion of art historical methodology and research techniques. Basic methodological tools and the history of and approaches to the study of works of art will be examined. Unlike many other courses in the History of Art and Architecture Department, this one is based on examining the ways art historians have dealt with and explained art objects and, in so far as possible, why they have done so. We will read and discuss many authors. The course this term will focus on Vincent van Gogh and his critical reception. Each student will prepare a major research paper of 10-15 pages as well as doing several short oral and written presentations on a variety of topics.

**1040 17056 History of Architectural Theory Hearn, Millard F**

No building can be designed without benefit of notions of what a building should be like--namely ideas about its function, structure, and appearance. Traditional concepts, passively transmitted from generation to the next, only produce vernacular architecture, such as grass or adobe huts. By contrast, buildings designed by architects are necessarily based on ideas consciously formulated from a range of possibilities. This course is devoted to the latter, to the theories that have produced the high-art architecture of Western civilization from antiquity to the present. It analyzes the treatises that have not only exerted the greatest influence but which remain vital today. They include the ancient Roman, Vitruvius; Alberti, Serlio, and Palladio in the Renaissance; and, in the modern era, Ruskin, Viollet-le-Duc, Le Corbusier, Wright, and Venturi.

**1100 37270 Special Topics: Ancient Piok-Zanon, Cornelia**  
**Greek and Roman Architecture**

This course is designed to introduce students to the parallel development of Greek and Roman architecture from the Archaic (ca. 700 B.C.E.) to the Imperial period (ca. 200 C.E.) with focus on the architectural development in the Aegean (Mainland Greece, Macedonia, Peloponnese, Ionian coast of Asia Minor). A broader analysis of climate, topography, political and cultural aspects of both Greece and Italy will precede a more detailed discussion of architectural monuments. Following a chronological order the course will examine technical and stylistic changes on a number of different building types - among those the temple, the stoa (portico), the cavea (theater)? and analyze the urban impact of these structures in social, political, and aesthetic terms. Emphasis will be placed on the relationship of monuments to the cultural, intellectual, and historical circumstances in which they were created.

**1130 37764 Roman Art Weis, H Anne**

Cross-listed with CLASSICS 1520. Roman Art is the art of a civilization much like our own—cosmopolitan and multi-cultural. The course will trace the development of Roman Art from the formation of Rome’s empire in the 2<sup>nd</sup> c. BC to the empire at its broadest geographical extent, in the 2<sup>nd</sup> c. AD., examining both the public art (architecture and sculpture) sponsored by the central and local governments, and the decorative art of the Roman consumer.

**1300 29322 Special Topics: Renaissance Churchill**  
**Dutch and Flemish Painting**

Aside from Italy, no region of Europe has a richer artistic heritage between the years 1400 and 1700 than that of the modern nations of Belgium and the Netherlands. While today they are two of Europe's smallest countries, the prominent place they once occupied in history is indisputable. Formerly known as Flanders and Holland, these territories were the center of Northern European commerce and culture for centuries. Cities like Bruges, Antwerp, and Amsterdam produced many of the greatest artists of all time, including Van Eyck, Bosch, Bruegel, Rubens, Rembrandt, and Vermeer. And it was the Protestant Netherlands--not Italy--that finally brought art into the modern era by democratizing painting and popularizing contemporary secular imagery. This course will explore the Flemish and Dutch painters who produced this Golden Age in the history of art, from the groundbreaking pioneers of the 15th century through the incomparable masters of the 17th century.

**1400 34551 Special Topics: Modern Art in the Third Reich and Memorializations of the Holocaust McCloskey**

This course examines National Socialist art and the fate of Modernism under Hitler in the years between 1933 and 1945. Of particular interest will be the way in which the National Socialist regime enlisted the arts and architecture, through Party rallies, art exhibitions, building programs, and film, in enforcing its dictatorial policies on everything from the extermination of the Jews to sexuality and the war effort. At the same time, we will be concerned with the impact of the purge of Modern art under Hitler on the work of such noted Modernists as Otto Dix and Käthe Kollwitz, who chose to remain in Germany, and on the art of those who fled into exile, among them John Heartfield, George Grosz, and Max Beckmann. The final weeks of the course will consider critical issues involved in recent, and invariably controversial, attempts in museum building, sculpture, and site-specific installations to memorialize the Holocaust and examine Germany's Nazi past. Guest lectures by leading scholars in the field and a trip to the Holocaust Museum in Washington, D.C. will also be part of the course this term.

**1410 29335 Realism and Impressionism Ginchereau, Holly L**

Realism and Impressionism in 19th-century French art were important in the formation of later modern art currents. The course will consider the major developments in Romanticism, then study Courbet, Manet and Degas, and finally move to the major Impressionist masters, Monet, Renoir, Sisley, and Pissarro. Much attention will be given to the literary, social, political and scientific framework for the art of the period.

**GRADUATE COURSES**

**2391 37774 Renaissance Portraiture Wilkins, David G**

Although this seminar will concentrate on a broad understanding of the phenomenon of portraiture, and especially self portraiture, during the Italian Renaissance, students interested in other areas will have the opportunity to do a focused presentation and write a seminar paper on portraiture as a problem in other areas as well.

**2400 37790 Special Topics: Modern Marxism and Art History McCloskey, Barbara**

Cross-listed with CLST 2400

This course will address the recent resurgence of interest in, as well as renewed controversy surrounding, the role of Marxism within the discipline of art history. What factors have prompted this reevaluation of Marxism in our "post-communist" era? After several decades of poststructuralist skepticism concerning Marxism's totalizing project, what can and should be the

role and nature of Marxism in art history today? Can the notion of ideology critique central to post-1960s Marxist art history be revived and for what purpose? These are only some of the questions we will take up in this seminar. We will begin with a look back to the classic writings of major Marxist theorists including Marx and Engels, Lukács, Gramsci, and others, as well as some of the earliest art historians to approach the analysis of culture from a Marxist perspective, including Antal, Raphael, Schapiro, and Hauser. The majority of our time, however, will be spent with the writings of more recent Marxist scholars and from an internationalist perspective. We will also take up the current debate between Clark and Werckmeister on the status of Marxist art history today.

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## *HIST-HISTORY*

### **UNDERGRADUATE COURSES**

**0089 37894 Magic, Medicine & Science McGuire, James E**  
**0089 31577 CGS Day Program**

Cross-listed with HPS 0515. This course is a survey of some important patterns in Western intellectual history. Beginning with ancient Greek speculations in cosmology, philosophy, and medicine, we will look at some significant later developments in these areas stressing the ways in which they were influenced by Greek tradition. These include, among other topics, the magical tradition which flourished during the Renaissance. The latter half of the course will focus on those profound intellectual transformations in the 17<sup>th</sup> century which constitute what is often called “The Scientific Revolution”. The great scientific achievement of figures such as Descartes, Kepler, Galileo, and Newton will be treated extensively as well as its indebtedness to “non-scientific” elements of 17<sup>th</sup> century culture. This course is meant to provide a broad picture of many facets of the Western intellectual tradition within the context of their historical development.

**0100 37848 Western Civilization 1 Bohna, Monte L**

The study of others leads back to ourselves. We learn about men and women from earlier periods in order to compare their experience to our own, hoping that the comparison will make us more aware of the possibilities and limitations of present-day life. This course, as an introduction to history, tries to suggest the excitement and the uncertainties of studying the past. We begin at the time of the Crusades, and continue through Renaissance and Reformation to the eve of industrial revolution.

**0100 18980 Western Civilization 1 Bohna, Monte L**

The study of others leads back to ourselves. We learn about men and women from earlier periods in order to compare their experience to our own, hoping that the comparison will make us more aware of the possibilities and limitations of present-day life. This course, as an introduction to history, tries to suggest the excitement and the uncertainties of studying the past. We begin at the time of the Crusades, and continue through Renaissance and Reformation to the eve of industrial revolution.

**0100 00087 Western Civilization 1 Venarde, Bruce Lanier**

How did men and women live in the distant past? How did they respond to changing environments and circumstances? How did they understand themselves, each other, and their relationship to powerful forces visible and invisible? This course investigates these and other questions by surveying early western societies and institutions from the ancient Near East to early modern Europe. Close reading of primary sources and modern interpretations will be the focal

point of class meetings and written work. Attention will center on issues of power, religious and gender, but student interest will also dictate the trajectory of discussion and debate.

**0101 00093 Western Civilization 2 White, Joseph**

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

**0101 22876 Western Civilization 2 Hagerty, Bernard**  
**37933 Hammond, Leslie A**  
**37952**  
**25385**

Despite periodic wars and revolutions during the past two centuries, Europe became the first continent to make the difficult transition from a pre-industrial to a modern industrial society. This course will examine the evolution of European civilization as well as the reasons for and costs of the evolution. Beginning with the "old regime" of the eighteenth century, we will study how people exercised, obeyed, and opposed constituted authority. We will then look at a succession of economic transformations, revolutions, and techniques for rallying people to new loyalties. Through a series of readings, lectures, films and discussions, we will explore explanations of why men and women voluntarily changed or were uprooted from the traditional patterns of life experienced by their ancestors. We will also explore why they willingly mobilized for or acquiesced in the destruction of others and themselves in the name of new "deities" of class, nation or race.

**0101 31833 Western Civilization 2 Smith, Randy Scott**  
**08068 Western Civilization 2 Merrick, Judith**

This course is designed as a survey of the Western World, especially Europe from the English Revolution to WWII and the onset of the Cold War. We will read from several sources trying to get a broad perspective in the economic, social, political and cultural changes during this dynamic period. We will look at the rise of capitalism, modern political systems and various strands of socialism. The purpose of this course is for students to gain a better understanding of their world, to understand how to analyze historical events and to develop academic skills.

**0124 24975 UHC Western Civilization 2 Galpern, Allan N**

Over the past two hundred years, the West has surged in knowledge, power, and world-wide influence. In the Enlightenment and in the American and the French Revolution, the West set ambitious goals for material progress. 19th-century Westerners quarreled with one another over the competing attractions of liberty and order, while they struggled to adapt their politics to a new industrial order, and their religion to a new science. But however much they argued at home, Westerners then looked out at the rest of the world, in their great age of imperialism, with complacent self-satisfaction. The 20th-century West lost much of this confidence, as it risked self-destruction in war, and as it reexamined its relation to a world that was using Western ideas to challenge Western hegemony.

This course studies major ideas and events of the past two hundred years, through the reading and discussing significant European and American authors. It seeks to provide students with the knowledge that will help them to make their own evaluation of Western history. In the process, the course offers training in critical reading, writing, and oral expression, skills that are hallmarks of the Western tradition.

**0187 29502 World War II – Europe Kopper, Christopher Martin**  
This is a general course in the history of World War II. The war origins will be studied in some detail, moving from the reconstruction Europe after World War I through the rise of fascist regimes which challenge the order. The factors of German expansionism will be explored, as will the political and social factors across the continent that limited resistance to that expansion. Attention will be focused on the political and social dynamics of the World War rather than the military struggle itself. Topi will include mentalities, occupation, resistance movement, propaganda concentration camps and the Holocaust, diplomacy and the post-war settlement. The course will conclude with an analysis of the political and social implications of the war and the onset of the Cold War.

**1000 38080 Writing Seminar for Majors Hagerty, Bernard**  
This seminar will be an exercise in comparative history--in particular, an examination of the "special relationship" between Britain and the United States. We will look at political, diplomatic and cultural ties between the two nations in the 20<sup>th</sup> century, ranging from the American "occupation" of Britain during World War Two to the Beatles and the British Invasion of the 1960s to popular and journalistic impressions held of each country in the other. We will read some primary sources, especially newspapers, speeches and memoirs, but mostly will read several of the new and very good books published on the subject.

**1005 29539 Special Topics Kopper, Christopher Martin**  
This course is about Germany and Central Europe from 1945 to 1990. This course investigates the making of the Central European post-war order, deals with the partition of Germany and the integration of Western Germany in the Western Alliance. In addition, the course will take a close look at the emergence of democratic market societies vs. their communist counter models in East Germany and Czechoslovakia.

**1005 42377 Special Topics Hagerty, Bernard**  
Learning from the Small Countries of Europe  
This course, which could be subtitled "Why Everything You Learned in Western Civilization Is Wrong", will use the histories of three small countries to critique conventional models of European development. We will use 19<sup>th</sup> century Belgium to discuss models of industrialization, 1930s Sweden to show how Nazism might have been prevented in Germany, and present day Ireland to demonstrate how Europe's economies might better adapt to new conditions.

**1015 42389 UHC-Comparative Witch Hunts Chase, William**  
This course examines the European witch hunts of the 16<sup>th</sup> and 17<sup>th</sup> 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.

**1044 43896 Two Centuries of Democratization Markoff, John**  
Cross-listed with SOC 1325 and PS 1378. In the late 18th century, the word "democrat" began to be widely used to refer to those who sought to create new ways for human societies to govern themselves that would break with the divinely sanctioned monarchies and the entrenched social hierarchies under which most people lived. In several great multi continental waves of change, people refashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. The latest such wave began in western Europe in the mid-1970s, picked up stream in South America in 1980s, included the overthrow of Communist regimes in Eastern Europe at the end of

that decade, and continues with movements for democratization in Africa in the 1990s. In this course, we want to understand: 1) why it was in particular historical movements that such waves of social transformation took place; 2) the role of particular social movements in democratization; 3) the ways in which the meaning of democracy has been debated since the breakthrough of the late 18th century; 4) the role of established elites in democratization, both as reformers and as resisters; 5) the ways in which democratizing processes in some countries have powerfully effected political processes elsewhere. After a study of the democratizing moments of the moments of the past, we will look at the processes, prospects and perils of the current moment.

**1086 25408 Nuclear Age, Nuclear War White, Joseph**

This course surveys the threat to humankind's continued existence posed by the nuclear arms race and the possibility of nuclear war. Among the topics covered are the origins of the nuclear age during World War II, the dropping of the atomic bomb on Hiroshima and Nagasaki, the first Cold war and arms race, the military strategies of political elites, attempts at arms control through negotiations, mass political protest against nuclear weapons, the myth of civil defense, the new arms race, and the prospects of avoiding World War III.

**1115 42391 West and the World Galpern, Allan N**

From Columbus's time to the time of William Pitt, Europe's increasing power and knowledge enabled it progressively to dominate the world. European reshaped or destroyed some of the peoples whom they "discovered"; others successfully resisted or absorbed European penetration. This course attempts to explain Europe's rise to dominance, by comparing the West to China and Japan, and to the Islamic world. It also explores the patterns of cultural contrast between Europeans, and Africans, Asians, and Amerindians, from the 15th to the 18th centuries.

**1120 42396 British Isles Bohna, Monte L**

This course will examine Medieval Britain from the Norman Conquest to the early 16<sup>th</sup> century. Although the interrelated histories of Ireland, Scotland and Wales will be included, the course will focus primarily on the evolution of the English state from a feudal monarchy under the Normans to the "mixed monarchy" of the later Plantagenets. In the process of studying the English state, we will also study the Anglo-Norman warrior ruling class, its evolution into the late medieval English aristocracy, and its role in creating a common aristocratic culture throughout the British Isles in the Middle Ages.

**1123 37264 Modern Britain**

This course is offered through Study Abroad Program. For details, visit the Study Abroad Office.

**1169 37905 Approaches to Antisemitism Drescher/Orbach**

Cross-listed with RELGST 1650 and SOC 1321. Our survey will commence with Dreyfus case in France at the close of the 19<sup>th</sup> century and continue through the first decades of the twentieth century as we examine the impact that both World War I and the Soviet Revolution had on analyses of antisemitism. The Nazi focus on the Jewish Question in the 1930s will serve as background to our continued investigation of scholarly and, more popular assessments of the problem in the 1930s. We will conclude with an intense investigation of post-World War II anti-Semitism and its meaning for both historical studies and religious communities.

**1190 22401 Medieval Government & Society Greenberg, Janelle**

There are at least two compelling reasons for studying medieval history. The first is that period of history is fascinating in and of itself. The second is that an understanding of the middle ages can give us some insight into certain aspects of life today. This course will focus on many of those ideas, institutions, and developments that helped shape the modern world. Thus, we will

study forms of political organization, the emergence of the state, the growth of representative institutions, and the development of legal system, especially canon law, Roman law and common law. The course will also deal with certain aspects of social and economic life, for example, the manor and the town. An important aim of the course will be to explore the relationship between law and social and economic change, on the other. Finally, this course will examine certain features of intellectual life in medieval Western Europe, especially theories of kinship, legitimacy, and constitutionalism.

**1769 17062 History of the Holocaust Orbach, Alexander**

Cross-listed with RELGST 1252, JS 1252. We examine the Jewish Holocaust within the context of both European and Jewish history. We began our study by paying close attention to the evolution of the Jewish stereotype within European letters and arts. We focus on European political developments in the modern period as we trace the growth of modern nationalism and racism in the second half of the nineteenth century. As we study the rise of Nazism in Germany, we concentrate on the place of the Jew within the ideology of the movement. We conclude our investigation with an analysis of Nazi policies and actions in the period 1933-1945 together with the responses to those actions by Jews in Germany and the rest of occupied Europe.

Student grade will be based three written take-home essays (90%) and class participation (10%). Each essay question will be distributed one week before it is due and will be based on the readings and discussions in class over the previous four weeks. THESE ARE NOT RESEARCH EXERCISES. Essays will be due in the first week in February, in the week immediately after spring break and in the final examination week.

**1783 25380 Greek History Jones, Nicholas F**

Cross-listed with CLASS 1210. The course surveys the history of ancient Greece from the Bronze Age (the era of the Trojan War) to the Roman conquest of Greece. Within this framework, however, we shall focus our attention on the "Golden Age" of Athens. How does an historian view, and attempt to explain, such an Age? Did victory over a "national" enemy in the Persian Wars have an uplifting impact on the Athenian people? Did the empire headed by Athens, which grew out of a formerly free alliance, provide the necessary material conditions for "greatness"? What was the roll played by domestic society? We shall examine the nature and impact of radical democracy; the Athenian citizen household; the status of women; childhood and old age; the practice of slavery; occupations (represented by farming, industry, and the military); and the economy in both its domestic and larger aspects. Ancient historians, especially Herodotus and Thucydides, will contribute their estimations of Athens's achievement and more general analyses of human behavior. Throughout, our goal will be to understand the "Golden Age" in terms of the constitutional, political, and societal arrangements of Athens herself. If ancient Athens was "great" in any sense, it is the purpose of this course to explain in historical terms why and how this one city achieved such "greatness".

**1788 41371 Alexander & the Hellenistic Age Rosenbecker**

Cross-listed with HIST 1788. Alexander the Great's conquest of the Persian empire and the expansion of Greek culture into western Asia marks the beginning of a new epoch in Greek history. The classical era, characterized politically by a multiplicity of small independent city-states and focused primarily on the Greek mainland and the Aegean basin, is replaced by a new age in which a few large heterogeneous nation-states dominate politically and the whole of the near east from the Adriatic sea to the Indus river is the scene of action. The course will concentrate first on the remarkable career of Alexander (336 to 323 B.C.) and then deal in a more general way with political developments in the successor states from his death to about 130 B.C. and with the social changes and intellectual achievements of the age.

## GRADUATE COURSES

**2069 37886 Gender in Global Perspective Venarde, Bruce Lanier** Cross-listed with CLST 2069. This graduate colloquium introduces recent historical scholarship on men, women, the body, and sexuality from different methodological perspectives. Common readings will address these subjects from the antiquity to the twentieth century, with units on Europe, North America, Latin America, and East Asia, as well as some theoretical readings and attempts to cross the standard boundaries of time and space. Students will write brief position papers, essay-reviews, and by the end of the term complete a bibliographical survey and essay reflecting their own interests and specialties within the confines of gender studies. Counts toward certification and degrees in History, Cultural Studies, Women's Studies, and Latin American Studies. Non-historians are encouraged to enroll.

**2119 43889 Kings and Communities Greenberg, Janelle**  
In this reading seminar, we will examine the emergence of European Kingdoms and kingship from c. 1000 down to c. 1800, focusing in particular on the processes—religious, political, and cultural—by which the essentially tribal societies of the early medieval world developed into national entities that merit the name “states”. How, in other words, did Russia become Russia? How did Poland become Poland; England become England; Spain become Spain, and so on? Readings and class discussions will consider the relationships between the “little communities” (e.g., village and city, parish and convent), and the wider communities dominated by kings and magnates and popes and bishops. Our exploration will include a study of how people—rich, poor, male, female, lay, clerical—defined themselves, articulated common interest, and developed mechanisms for protecting those interest. In other words, how, and with what degree of success, did they negotiate the boundaries between various communities and the power relationship that sustained these boundaries? Necessarily included within our exploration is a study of both secular and ecclesiastical movements of resistance, revolution, and reform, as well as of the theories of legitimacy put forward on behalf of various communities and peoples affected by the growth of the medieval and early modern state.

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## *HPS-HISTORY AND PHIL OF SCIENCE*

## UNDERGRADUATE COURSES

**0427 41019 Myth and Science TBA**

Cross-listed with CLASS 0330

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 BC and discover how the scientific approach actually grew slowly out of mythological thought itself.

**0437 38085 Darwinism and Its Critics Lennox, James G**

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 recent "creationist" attacks on Darwinism.

**0515 31572 Magic, Medicine and Science McGuire, James E**  
**38112**  
**41157**  
**31572**

Cross-listed with HIST 0089. This course is a survey of some important patterns in Western intellectual history. Beginning with ancient Greek speculations in cosmology, philosophy, and medicine, we will look at some significant later developments in these areas stressing the ways in which they were influenced by Greek tradition. These include, (among other topics), the magical tradition which flourished during the Renaissance. The latter half of the course will focus on those profound intellectual transformations in the 17th century which constitute what is often called "The Scientific Revolution". The great scientific achievement of figures such as Descartes, Kepler, Galileo, and Newton will be treated extensively as well as its indebtedness to "non-scientific elements of 17th century culture. This course is meant to provide a broad picture of many important facets of the Western intellectual tradition within the context of their historical development.

## **GRADUATE COURSES**

**2503 00166 History of Science 2 Machamer, Peter K**

This seminar will provide an overview of major developments in the sciences from the second half of the Seventeenth Century to the first half of the Twentieth Century, considering the physical, chemical, biological, geological and social sciences. It will deal with the work of individuals, of general movements and their institutional and national settings.

**2520 40989 Newton McGuire/Goldstein**

This seminar examines in detail Newton's classic "*Mathematical Principles of Natural Philosophy*" (1678) and its place in 17th-century natural philosophy. Starting with the achievements of Kepler's "physical" astronomy, we will trace the emergence of a research program that culminates in Newton's "*System of the World*" i.e., in his articulation of a new-world picture in the Third Book of "*Mathematical Principles*". We will provide a carefully selected treatment of the technical features of Kepler's and Newton's work, and will explore the background from which they grew. But from a larger perspective, the seminar will place the texts of Kepler and Newton within the wider cultural context of their period. Notable in this respect is the role that theology and philosophy plays in the formation of their respective world pictures. Decartes' seminal role in articulating a mechanical world picture will be addressed as will Newton's indebtedness to other important 17th-century thinkers such as Hooke, Huygens, Halley, and Flamstead. The seminar will show that 'received' views of Kepler and Newton are seriously misleading and often unfounded. So considered, Newton's synthesis of 17th-century thought takes on new importance and is more readily seen as providing a sound basis for understanding later developments in Newtonianism.

**2673 46294 Studies in Aristotle Segvic, Heda**

Cross-listed with PHIL 2041 & CLASS 2314

This course is a study of Aristotle's ethics. Among the topics addressed are: goods and objects of desire; happiness as the ultimate good; deliberation and choice, the relationship between practical wisdom and virtue of character. We shall also discuss some differences between Aristotle's ethics and modern moral theories.

**2700 41027 Science and Religion**

**Grünbaum, Adolf**

Cross-listed with COMMRC 3314 & CLST 3314

Taught from a philosophy of science perspective, this course will address two global questions: (1) Does the scientific enterprise suffer from several kinds of incompleteness and intrinsic limitations such that these deficits can be remedied at all, let alone only by the explanatory and moral doctrines of theistic supernaturalism, and by the "meaning" (purpose) it assigns to human life? Does science ask only "how?", whereas theism asks "why?"? Or is it true that "an illusion it would be to suppose that what science cannot give us we can get elsewhere" (Freud, 1927)? (2) Is there not an outright logical and epistemological clash between the content and evidential methodologies of some of the contemporary sciences, on the one hand, and the received theistic doctrines, on the other? Thus, do cosmic physical evolution and terrestrial biological evolution not discredit the traditional arguments from divine creation and from design or "meaning"? Or does human evolution require as Pope John Paul II and the Nobelist physiologist Roman Catholic Sir John Eccles have contended recently that, at some stage God "breathed a soul" into man? And does the "Anthropic Cosmological Principle" not vouchsafe cosmic purpose after all? Yet, does contemporary neurobiology not fundamentally undermine the theistic belief in personal immortality? And what of the causal efficacy of petitionary prayer? One of the didactic purposes of this course is to prepare graduate students for teaching undergraduate "Problems of Philosophy" or related courses in which a number of the issues above are likely to arise.

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*ITAL-ITALIAN*

**UNDERGRADUATE COURSES**

**0001 40926 Elementary Italian 1**  
**00203**  
**20895**  
**02134**  
**24859**

An introduction to the Italian language, including basic grammar, vocabulary and speech patterns. The primary goal is to achieve competence in the spoken language, along with basic skills in reading and writing. Students are required to use the language laboratory.

**0002 00208 Elementary Italian 2**  
**40934**  
**00213**  
**08036**  
**31366**  
**00272**  
**28106**

An introduction to the Italian language, including basic grammar, vocabulary and speech patterns. The primary goal is to achieve competence in the spoken language, along with basic skills in reading and writing. Students are required to use the language laboratory.

**0003 08191 Intermediate Italian 1**

These two courses cover two semesters and have a double objective. They provide both a study of the Italian language at the intermediate (second-year) level, and a thorough introduction to the culture of twentieth-century Italy. Topics include the individual and the family, daily life in the nineties, the changing workforce and the problem of underemployment of university graduates,

traditions and festivals, leisure time, and Italian constitution, political parties, changing dietary habits and cuisine, Italy in the new European Union, and others of interest to students. Readings are taken from present day magazines, newspapers, and short fiction. Grammar and composition exercises are completely integrated into the subjects of the various chapters. Songs, stories, occasionally a video are also part of the course.

**0004 08196 Intermediate Italian 2**  
**40939**

These two courses cover two semesters and have a double objective. They provide both a study of the Italian language at the intermediate (second-year) level, and a thorough introduction to the culture of twentieth-century Italy. Topics include the individual and the family, daily life in the nineties, the changing workforce and the problem of underemployment of university graduates, traditions and festivals, leisure time, and Italian constitution, political parties, changing dietary habits and cuisine, Italy in the new European Union, and others of interest to students. Readings are taken from present day magazines, newspapers, and short fiction. Grammar and composition exercises are completely integrated into the subjects of the various chapters. Songs, stories, occasionally a video are also part of the course.

**0050 21957 Italian Conversation**

This course offers students the opportunity to improve their ability to converse in Italian. Discussions will center on topics of general interest, such as cultural affairs, modern life, film and sport.

**0061 00240 Literary Italian 2 Savoia, Francesca Luigia**

Students will read many different examples of literature, poetry and prose, mostly but not exclusively from the 20<sup>th</sup> century. The readings selected present the students with a variety of concrete examples of written literary Italian and offer the opportunity for discussion of many different aspects of Italian culture. In addition to regular assignments – which may still deal with some of the most difficult points of Italian grammar and syntax – students will be asked to write a series of short 1-3 page papers (approximately one every two weeks). The papers may be critical responses to assigned reading or exercises in creative writing. The students will be asked to practice different types of writing: letter writing, journal, detailed summaries or descriptions, dialogues, narratives, etc. The papers will be immediately read and resubmitted to the students with suggestions for rewriting them. The final version will be given a letter grade.

**0081 00245 Italian Cultural Heritage 2 Savoia, Francesca Luigia**

Through close reading of major Italian poets, storytellers and playwrights, scientists, historians and journalists, from the Renaissance to the post-war period in the 20<sup>th</sup> Century, 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. Students will be asked to engage in mindful study of representative texts, as well as of some background material. 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 discussion of these movements and events. The instructor and students will explore and question the reasons for the “centrality” readings and class discussion. Study groups will form to take on the special projects dealing primarily with authors, works, movements and issues which have been traditionally under represented in the curriculum. Group members will present their findings to the class at designated times during the semester.

**1068 40943 Italian Novella Insana, Lina N**  
This course traces the history of the Italian *novella*, a characteristically Italian form of imaginative short prose writing, from its origins in the Medieval period (the Novellino, Boccaccio's Decameron) to its most successful modern exponents (Verga, Pirandello, Moravia, Calvino, Buzzati). In order to gain a greater appreciation of the organic context in which these stories were written, we will not only pay attention to the *novelle* as individual literary components, but we will also situate them in terms of a greater whole, and thus examine the relationship between *novella* and the collection of which it is a part. The course is offered in Italian and all readings will be in Italian.

**1060 40948 Special Topics: Italian Cinema Landy, Marcia**  
The object of this course is to offer a preliminary critical sense of the range, complexity, and varied types of films identified with Italian culture. In order to provide a map of this terrain, the course will focus on certain critical aspects of film production such as cultural and political contributions of certain producers, directors and film stars, the ever-present but changing images of urban and rural landscape, and the changing aspects of the production and reception of Italian cinema at home and abroad. The films selected for screening and discussion will represent different historical moments in Italian cinema, different genres, films aimed at popular audiences, as well as those films in reaction to or critical genre forms (e.g. identified as European art cinema), films of Italian-American culture, and films that are characteristic of the increasingly recognized global character of late 20<sup>th</sup> century cinema.

## GRADUATE COURSES

**2200 37733 Dante Looney, Dennis O**  
The description is not available.

**2603 40951 Representations of the Holocaust Insana, Lina N**  
Cross-listed with FR 2603 and CLST 2503  
Using the work of Italian Holocaust survivor Primo Levi as an organizing principle, this course will explore representations of the Holocaust in Literature and Film. We will pay particular attention to issues such as the stages of testimony, survivor guilt and the grey zone, and the problems of ineffability and literary models. We will attempt to place Levi's most important testimonial writings in dialogue with each other, as well as with English-, Italian- and French-language texts (Tedeschi's *There is a place on earth*, Delbo's *None of us will return*, Wiesel's *Night*, Steinberg's *Speak you also*, Cavani's *The Night Porter*, Wertmüller's *Seven Beauties*, Rosi's *The truce*, among others) that best reflect and complicate his concerns. This course will be taught in English; students will have the opportunity to read texts either in their original language, or in translation, depending on their program of study. Students will be expected to prepare oral presentations on various critical topics, as well as to write a 15-20 page term paper on the topic of their choice.

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## JS-JEWISH STUDIES

### UNDERGRADUATE COURSES

**1252 17460 History of the Holocaust Orbach, Alexander**  
Cross-listed: RELGST 1252 & HIST 1769. We examine the Jewish Holocaust within the contexts of both European and Jewish history. We begin our study by paying close attention to the evolution of the Jewish stereotype within European letters and arts. We focus on European

political developments in the modern period as we trace the growth of modern nationalism and racism in the second half of the nineteenth century. As we study the rise of Nazism in Germany, we concentrate on the place of the Jew within the ideology of the movement. We conclude our investigation with an analysis of Nazi policies and actions in the period 1933-45 together with the responses to those actions by Jews in Germany and the rest of occupied Europe.

Student grades will be based on three written take-home essays (90%) and class attendance (10%). Each essay question will be distributed one week before it is due and will be based on the readings and discussions in class over the previous four weeks. **THESE ARE NOT RESEARCH EXERCISES.** Essays will be due in the first week in February, in the week immediately after spring break and in the final examination week.

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## *LING-LINGUISTICS*

### **UNDERGRADUATE COURSES**

#### **1080 25506 German Scientific/Technical Translation**

Cross-listed with GER 1199

This course will introduce students to the subject of scientific and technical translation in German, and area in which there is much demand for qualified professionals.

#### **1084 29754 Legal French**

Cross-listed with FR 1087. This course emphasized both theoretical knowledge of basic legal principles and terminology and the acquisition of advanced skills in the translation of legal texts. Documents for translation are drawn from business, corporate and commercial fields, including power of attorney, leases, insurance policies, legislation, contracts, by-laws, articles of incorporation, etc.

#### **1086 19185 French Professional Translation 2**

Cross-listed with FR 1096

This course is intended for translators in training, who want to gain experience in working with the type of material that professional translators handle under actual “on-the-job” situations. This course emphasizes acquisition of practical translating skills, introduces basic principles, pertinent technical terms and idiomatic expressions as they occur in commercial and technical texts. This is a continuation of French Professional Translation 1.

#### **1087 19194 German Professional Translation 2**

Cross-listed with GER 1196

This course is intended for translators in training, who want to gain experience in working with the type of material that professional translators handle under actual “on-the-job” situations. This course emphasizes acquisition of practical translating skills, introduces basic principles, pertinent technical terms and idiomatic expressions as they occur in commercial and technical texts. This is a continuation of German Professional Translation 1.

#### **1089 19180 Spanish Professional Translation 2**

Cross-listed with SPAN 1196

This course is intended for translators in training, who want to gain experience in working with the type of material that professional translators handle under actual “on-the-job” situations. This course emphasizes acquisition of practical translating skills, introduces basic principles, pertinent technical terms and idiomatic expressions as they occur in commercial and technical texts. This is a continuation of Spanish Professional Translation 1.

**1090 19199 Professional Translation Internship-German**

Cross-listed with GER 1198

Practical, on-the-job translation training with a professional translator or translation business. Internship site may have criteria for selecting interns. Average of 10-12 hours per week.

**1091 19623 Professional Translation Internship – Spanish**

Cross-listed with SPAN 1900

Practical, on-the-job translation training with a professional translator or translation business. Internship site may have criteria for selecting interns. Average of 10-12 hours per week.

**1092 19201 Professional Translation Internship-French**

Cross-listed with FR 1900. Practical, on-the-job translation training with a professional translator or translation business. Internship site may have criteria for selecting interns. Average of 10-12 hours per week.

**1183 29747 Medical Spanish**

Cross-listed with SPAN 1323

This course is intended for translators in training who desire experience in translating the types of medical documents professional translators handle on the job. The documents chosen for translation are from scientific publications, actual medical reports, journals, etc. The course emphasizes the acquisition of practical translation skills, and introduces medical principles and terminology as well as terms of art as they are used in medical texts. Guides to resources and dictionaries will also be provided.

**1860 00768 Intro to Historical Linguistics Homer, Molly Kathryn**

Cross-listed with LING 2860

In this course we study various aspects of language change, from the external forces (both sociological and geographical) which influence change in languages, to the many types of changes which alter languages over time. We also study the methods used by historical linguists to reconstruct earlier forms of languages, and in so doing, we learn about some of the more important discoveries in historical linguistics.

**1952 29670 Languages of Europe DeKeyser, Robert**

The purpose of this course is to familiarize students with some of the ethnic, linguistic, geographic and historical complexity of Europe from a somewhat oblique angle: through a course dealing with the languages of Europe in their structural and social dimensions, and providing ample exposure to the historical background as well as frequent hands-on experience with maps.

**GRADUATE COURSES**

**2860 00915 Intro to Historical Linguistics Homer, Molly Kathryn**

Cross-listed with LING 1860

In this course we study various aspects of language change, from the external forces (both sociological and geographical) which influence change in languages, to the many types of changes which alter languages over time. We also study the methods used by historical linguists to reconstruct earlier forms of languages, and in so doing, we learn about some of the more important discoveries in historical linguistics.

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*MUSIC-MUSIC*

**UNDERGRADUATE COURSES**

**0211 00718 Introduction to Western Art Music Saavedra, Leonora**  
**07501 Introduction to Western Art Music Brodbeck, David**

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.

**0224 07627 History of Western Music Since 1750 Lee, Kayoung**

This course surveys the music of the Classical, Romantic, and Modern periods. Selected repertoires and individual works will be discussed in detail, with special attention given to stylistic and formal procedures.

Note: THIS COURSE IS PART OF THE CORE REQUIREMENT IN MUSIC HISTORY AND THEORY FOR MUSIC MAJORS AND NORMALLY SHOULD BE TAKEN CONCURRENTLY WITH MUSIC 0419 (THEORY 4) & MUSIC 0420 (MUSICIANSHIP 4).

**0611 07807 Collegiate Chorale Goldsmith, John L**

This ensemble is for the advanced singer with strong sight-reading skills and knowledge of the German language. The ensemble functions as the chorus in the Bach Cantata Series in Heinz Chapel. The course may be repeated for credit.

**2224 38615 Seminar in Baroque Music Franklin**

The course will be devoted to a study of Convention and Invention in the music of J.S. Bach.

**2232 38632 Seminar in Music Since 1945 Rosenblum**

This course will focus on contemporary art music from World War II to the present. Influential works by composers such as Babbitt, Stockhausen, Boulez, Cage, Zorn, Glass, and others will be closely examined and the most important stylistic developments in contemporary music, such as serialism, minimalism, microtonality, and indeterminacy will be investigated.

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*PHIL-PHILOSOPHY*

**UNDERGRADUATE COURSES**

**0080 01149 Introduction to Philosophical Problems Perloff, Michael**

In this class students will learn about philosophy by doing philosophy. As we look at the work of such philosophers as Plato, Aristotle, Aquinas, Descartes, and Hume, students will be developing the critical and intellectual skills necessary for the recognition, understanding, and assessment of important claims and arguments about the nature of God, morality, and knowledge. This course may be taken as a W-course if students also sign up for PHIL 0082 Writing Recitation.

**0080 30672 Introduction to Philosophical Problems Manders, Kenneth L**  
**01337**  
**33725**

This course introduces students to the nature of philosophical reasoning through a reading of selections from works of important past and, to a lesser degree, present philosophers on various perennial problems, among which are: Can the existence of God be either proven or disproven?

Can an epistemically unjustified faith in God be justified on either prudential or ethical grounds? What are the scope and limits of human knowledge? Is a person a mere material object, a spiritual one, or some combination of the two? In virtue of that does a person remain numerically one and the same person from one time to another? Under what conditions, if any, is a person morally responsible for an action? What is the justification for punishing a person? What is the nature of and ultimate grounds for morality? Among the great philosophers whose views on these issues are typically read are: Anselm, Aquinas, Hume, Descartes, Berkeley, Locke, Aristotle, Plato, Kant, and Mill. The assigned readings serve as a springboard for the student's own philosophizing about the above problems.

**0080 39113 Introduction to Philosophical Problems Kim, Hansoo**

The main goal of this course is to understand and sharpen various philosophical problems. The philosophical topics we will discuss include proofs of the existence of God, God and evil, knowledge, mind and body, and personal identity. Philosophical problems are presented and discussed in the form of an argument. We will focus on finding, constructing and evaluating arguments from philosophical writings as well as developing our own arguments. Several quizzes, two in-class exams, and two short papers will be given.

**0200 21425 History of Ancient Philosophy TBA**

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

**0210 19418 History of Modern Philosophy Massey, Gerald J**

Rene Descartes, David Hume, and Immanuel Kant still determine how we view mind, knowledge, science, morals, and animals. It is no exaggeration to say that much recent Western philosophy can be seen as attempts to grapple with the views of these giants. In this course, we'll look first at Descartes's rationalist views about himself, his own existence, God's existence, the external world, other minds, and animals. Then we'll look at Hume to examine an empiricist alternative in both knowledge and morals to rationalism. Finally, we'll take a brief look at Kant's attempt to surmount both rationalism and empiricism. (Textbooks will all be inexpensive paperbacks.

**0300 03129 Introduction to Ethics Setiya, Kieran**  
**01120**

An introduction to philosophical ethics, this course will focus primarily on topics in "normative ethics": attempts by philosophers to formulate general principles for how we should live, and to deal with difficult moral questions. Many of these difficult questions arise "at the margins of life": in connection with euthanasia, abortion and (in the recent news) stem cell research. Accordingly, the course will begin with questions about the value of life: What is bad about dying? And what is good about being born?

For much of the course, we will focus on attempts to deal with specific moral issues by way of general "moral theories" - like utilitarianism - and by attention to fruitful analogies, thought experiments, and careful distinctions between superficially similar cases. We will end with some of the most troubling questions in moral philosophy: How should we treat non-human animals?

How much of our time and income are we required to spend in helping others? And what do we owe to future generations?

**0300 33733 Introduction to Ethics TBA**

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.

**0300 39118 Introduction to Ethics Bruckner, Donald W**  
**41030**

This course aims to provide a basic historical introduction to some of the major writers and topics in Western moral philosophy. Readings will be drawn from Plato, Aristotle, Hobbes, Hume, Kant, and Mill. Issues to be addressed include justice, virtue, and justification of the state, as well as the roles of emotions, rules, and happiness in determining right and wrong. This course will be helpful to those who want to have more informed ethical views and the tools to argue about them. Course requirements will include papers and exams.

**0330 35876 Political Philosophy Boxer, Karin Elizabeth**  
**35865 Thompson, Michael**

This course is a historical introduction to some of the central problems of political philosophy. For example: What is a state or government? What is it to be the subject, or a citizen, of a state? Do states have any authority -- that is, do we have any obligation to obey them? (Or do the agents of government amount to something on the order of a gangster band, but one which cloaks its power in high-sounding phrases?) What is the source of the obligation to obey the state and its laws -- is it self-interest, morality, God's law, or what? Our approach to these questions will focus on the writings of such philosophers as Plato, Hobbes, Locke, Rousseau, Mill and Marx.

**0473 35871 Philosophy of Religion Edwards, Steven A**

Cross listed with Religious Studies 0715

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

**1020 39154 Plato Segvic, Heda**

Cross-listed with Classics 1312

This course will be an examination of Socrates' conception of the soul in two of Plato's dialogues: *Protagoras* and *Gorgias*. Among the topics explored are the notion of *techne*, an art or craft, and Socrates' attitude toward pleasure, in particular his endorsement of hedonism in the *Protagoras*, and his attack on hedonism in the *Gorgias*.

**1040 33669 Aristotle Allen, James V**  
Cross-listed with CLASSICS 1314. The aim of this course is to introduce students to Aristotle's philosophy by focusing on three central topics. (1) Substance: What is the world made up of at the most fundamental level? (2) Ethics: What is the good life for a human being? How is life to be guided by such a conception? and (3) What is the nature of reasoning and argument? What is the purpose of different kinds of argument, e.g., proof? Are there different kinds of reasoning and argument appropriate for different kinds of subject matter? We will read parts of Aristotle's *Nicomachean Ethics*, *Categories*, *Metaphysics*, *Prior and Posterior Analytics* and *Topics*.

**1110 39159 Rationalism Engstrom, Stephen**  
This course will survey the central metaphysical and epistemological doctrines of three seventeenth century rationalist philosophers -- Descartes, Spinoza, and Leibniz. Each of these philosophers figured prominently in the development of modern philosophy, which arose as the scientific revolution raised a wide variety of philosophical problems that could not be answered in traditional ways. As these problems have been of great importance in the subsequent history of philosophy, a survey of the rationalists provides one of the most important chapters in the story of how our contemporary understanding of the world has emerged. This course will consider how scientific developments necessitated a rethinking of traditional philosophical doctrines on topics such as the following: the nature of substance; the nature of truth and knowledge; the relation between thought and reality; the nature of the mind and its relation to the body; necessity and human freedom. Also to be explored are the different ways in which Spinoza and Leibniz developed Descartes's philosophy or departed from it. Readings include Descartes's *Meditations on First Philosophy*, selections from Spinoza's *Ethics*, and a selection of Leibniz's papers and letters.

**1198 25710 20<sup>th</sup> Century Analytic Philosophy Ruetsche, Laura M**  
Analytic philosophy as it is practiced in English-speaking countries today has its roots largely in the early twentieth-century school known as logical positivism. The core members of the early period -- Carnap, Neurath and Schlick -- were propelled by several distinct currents: among these were views about meaning and knowledge, reactions to the dominant philosophical outlooks of the time, responses to developments in the natural sciences and mathematics, and intellectual resistance to political trends. The philosophical stance these men shared was marked by an emphasis upon clarity of communication and principles of verification, with the natural sciences as a model. This course will study the writings of the early positivists and the influence their writings had in England and North America, as well as the developments that were ultimately taken to require that the basic positivist position be restructured or abandoned.

**1330 33675 Topics in Political Philosophy Thompson, Michael**  
We will investigate four quite different systems of political thought which are nevertheless united in their suspicion, hostility or even total opposition to the *state* as a form of organization of human life: Traditional Liberalism, Libertarianism, Anarchism and Marxism. Requirements: Four short papers in the form of take-home essay exams. Class participation is expected.

**1890 32552 Issues in Philosophy Gupta, Anil K**  
We shall study some classical and contemporary varieties of empiricism. Empiricism views all of our knowledge as resting upon, and as justified by, experience. Different empiricist theories give, however, quite different accounts of experience and of the relationship between experience and knowledge. We shall look at several such accounts, including phenomenalism and naturalized epistemology. I expect that we shall read selections from the works of the following philosophers, among others: George Berkeley, Roderick Chisholm, David Hume, C. I. Lewis, John Locke, and W. V. Quine. Required Texts: David Hume, *An Enquiry Concerning Human*

*Understanding*, Oxford Philosophical Texts, Oxford, 1999. Louis P. Pojman, *The Theory of Knowledge*, Wadsworth, 1998.

## GRADUATE COURSES

**2041 46300 Studies in Aristotle Segvic, Heda**

Cross-listed with Classics 2314 and HPS 2673

This course is a study of Aristotle's ethics. Among the topics addressed are: goods and objects of desire; happiness as the ultimate good; deliberation and choice; the relationship between practical wisdom and virtue of character. We shall also discuss some differences between Aristotle's ethics and modern moral theories.

**2070 39189 Ancient Philosophy Burnyeat, Myles Fredric**

Cross-listed with Classics 2301. The moral arguments of Plato's *Republic*. A close reading of the relevant parts of Books II, IV, and VIII-X. If, as I shall argue, the moral arguments are largely independent of the metaphysics and epistemology of the central Books V-VII, interesting issues arise both about the reasons a non-philosopher can have for pursuing justice for its own sake and about how many different types of person can attain happiness. Recommended translation: *Plato: Republic*, translated by G. M. A. Grube, revised by C. D. C. Reeve (Hackett). A Reading List will be available from department later.

**2180 39191 Hegel McDowell, John H**

I want to consider some questions about Hegel as reader of Kant, so this course will focus as much on Kant (as seen through Hegelian eyes) as on Hegel. We shall begin by looking hard, in that spirit, at the Transcendental Deduction in the first Critique. Other topics will be determined later. Requirements: to be announced.

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**PIA – PUBLIC AND INTERNATIONAL AFFAIRS  
GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS**

**2096 23507 International Finance Saxena, Sweta**

The course focuses on the international financial system and its significance for policy-making. Topics include: the balance of payments, foreign exchange markets, fixed and flexible exchange rates, purchasing power parity, the Eurocurrency markets and alternative monetary regimes. The course is designed to give students a command of the basic theoretical tools used in analyzing international financial issues and the ability to apply this theory to the real world. A team project on a current and historical international financial issue is a course requirement.

**2300 13017 Global Governance Staniland, Martin**

This course examines contemporary structures of governance within international politics as they are found at national, regional and international level, and the challenges and stresses to which such structures are vulnerable. It also considers major traditions of theorizing about sources of conflict, order and integration in international politics and reviews current evaluations of major international organizations.

**2301 17732 Global Political Economy TBA**

This course was cross-listed with PS 2543.

Global political economy is the study of the interaction between economic and political processes in an international order moving toward globalization. This course provides an introduction to the major analytic frameworks within which this interaction may be analyzed. It also examines their

value and their implications for understanding particular dilemmas facing policy-makers responsible for making economic policy in the international arena.

**2355 43575 WWII, Cold War & Impct Dvlpng Nations Goldstein, Donald M**  
World War II ended some fifty years ago. This special topics course will look at the war in depth, using films, documentaries, etc. and focus on the impact of this war on the international and national arenas from the rise of Hitler to Pearl Harbor to Hiroshima. It will look at the war's impact on the women's movement, the civil rights movement, financial institutions, the Cold War, the European community, NATO, SEATO, CENTO, the Arms Race, the media, electronic communications and the environment. The war's social, political and economic impact on the current way of life will be examined. It will focus on problems in Europe, China, Japan, Africa, Asia, Latin America as well as the war's impact on society today. There will be no exams but several short policy papers and one medium length research paper.

**2366 43638 International Organizations Nelson, Paul Jeffrey**  
Examines origins, practices and problems of international agencies in order to understand the roles these agencies play in such problem areas as international development, peacekeeping, maintenance of human environments and other problems. Attention is given to the United Nations Organization, regional treaty organizations, and multinational regional trade associations, such as the European Community and the North America Free Trade Agreement. Evaluation will be by two brief take-home essays, an oral presentation, and class participation.

**2444 00000 The Political Economy of the European Union Hallerberg, Mark**  
This course is cross-listed with PS 2316.  
This seminar develops two facets of political economy. First, it presents tools from economics and from rational choice theory to analyze the European Union. Second, it focuses on economic policy within the fifteen member states. It pays particular attention to the reasons for Economic and Monetary Union (EMU). What are the implications of EMU on fiscal and monetary policy, and on the future development of economic and political integration?

**2490-68 26532 External Relations of the European Union Brenner, Michael**  
This course is cross-listed with PS 2503.  
This course will be taught as concentrated sessions of TWO classes a week (six-hour total) for periods of two weeks at a time. Prof. Brenner will be off campus during the intervening two-week periods but will make arrangements for continuing contact with students through e-mail and an interactive web site. We will ensure that the classes concerned are spaced during the week to allow sufficient time for students to complete reading and other assignments between meetings.

This course examines the emergence of the European Union as an actor in the international system. It covers the EU's established and growing presence in the economic domain, on monetary as well as trade issues; its building of a European Security and Defense Policy (ESDP); its efforts at conducting a concerted diplomacy; and the implications of enlargement. Particular attention will be paid transatlantic issues. The Union's external relations will be considered in the context of the larger process of strengthening and deepening integrated institutions which is the subject of intense debate. A substantial part of the course will be organized around case studies that illustrate the complex interplay of policy and politics and the national, supranational and international levels.

**2490 26523 Topics in International Affairs Reich, Simon**  
This course is cross-listed with PS 2503.  
The concept of global governance has grown in importance over the course of the last decade. It implies that many problems faced by nation-states are beyond their control, and can only be

addressed on a collective basis. Yet the central notions that bind the whole idea of global governance together are far from settled. Indeed, the implications of what global governance means for a variety of policy issues stretching across areas of economy and security are enormous. In this course we shall identify and examine some of the contested concepts of global governance and examine how they are applied to a variety of areas such as human security, preventative intervention, drug interdiction, global financial contagion and environmental degradation.

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## ***PORT-PORTUGUESE***

### **UNDERGRADUATE COURSES**

**0002 02089 Elementary Portuguese 2**  
**30981**

Crosslisted with PORT 1002

The second half of this introductory course continues to develop skills in the speaking, reading and writing of Portuguese. Basic points of grammar not covered in Portuguese 0001 are presented as well as pertinent aspects of Brazilian culture. Work in the language laboratory is an essential feature of the course.

**0004 17494 Intermediate Portuguese 4**

Cross-listed with PORT 1004.

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 constructions, also an expansion of vocabulary and emphasis on the reading of short stories and articles. Short compositions.

**1002 04203 Elementary Portuguese 2**  
**40726**  
**02096**

Cross-listed with PORT 0002.

The second half of this introductory course continues to develop skills in the speaking, reading and writing of Portuguese. Basic points of grammar not covered in Portuguese 0001 are presented as well as pertinent aspects of Brazilian culture. Work in the language laboratory is an essential feature of the course.

**1004 17499 Intermediate Portuguese 4**

Crosslisted with PORT 0004

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 constructions, also an expansion of vocabulary and emphasis on the reading of short stories and articles. Short compositions.

**1902 02102 Directed Study**

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

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## *PS-POLITICAL SCIENCE*

### UNDERGRADUATE COURSES

**0300 19463**                      **Comparative Politics**                      **Perez-Linan, Anibal Sebastian**  
**0300 12738**                      **TBA**

This course is an introduction to comparative politics, a field of political science that involves cross-national analysis of political institutions and processes. The course is designed around the issues of democracy and political development and it emphasizes theoretical and conceptual topics rather than a description of different political systems on a country-by-country basis. (Comparative field)

**0300 30545**                      **Comparative Politics**                      **Tang, Wen Fang**

This course is an introduction of comparative political analysis. It offers an overview of the different types of governments and politics, including industrial democracies, newly emerging democracies, and authoritarian regimes. For each country, we will examine topics such as political culture, political structures, interest groups, political parties, bureaucracy, and public policy issues. The purpose of this course is to gain understanding about how political systems perform similar functions under different forms. (Comparative field)

**1317 15361**                      **Politics of the European Union**                      **Sbragia, Alberta**

<http://www.pitt.edu/~politics/>

The European Union is perhaps the most novel political experiment since the American constitution. Western Europe, as we have traditionally conceived it, is in the process of transformation. That transformation is best exemplified by the Euro, the single currency that Europe has adopted. This course will explain why European leaders have chosen to give up so much national sovereignty within the European Union and the processes which have led to the decision to create a single European currency for the first time since the Roman Empire. Member states as well as supranational institutions have played pivotal roles in this transformation, and special attention will be paid to the British, French, and German role in the process of European integration. (Comparative field)

**1350 39514**                      **Russia, CIS, and the Expanding EU**                      **Prizel, Ilya**

The purpose of this course is to provide students with an understanding of the transatlantic economic partnership in the broader context of the global political economy. The course focuses on various aspects of economic cooperation and conflict among the countries of Western Europe and the United States, emphasizing the developing role of the European Union. The course incorporates a historical (post-1945) background of transatlantic relations with a contemporary analysis of the domestic, bilateral and multilateral institutions and influential interest groups that govern the transatlantic relationship. Emphasis is also given to the general transition of the transatlantic marketplace from traditional trade issues (trade in goods) to new trade issues (trade in services, investment, and intellectual property rights) and the emerging challenges of various transatlantic regulatory issues. Special attention will be paid to legal agreements and policies that structure cooperation and conflict in EU-US economic relations. The course concludes with an assessment of the future importance of the transatlantic economic relationship and its impact on third parties. The course makes use of a variety of selected books, primary documents, journal articles and Internet-based resources. (Comparative field)

**1361 39519**                      **Comparative Political Party Systems**                      **Donaldson, Robert L**

This course examines political parties and electoral processes in the United Kingdom, France, Germany, and the United States. We will focus on the programs of the parties, on their role in

government and on recent and current political change in each country. We will also look at public opinion and voting trends in each of the four nations and at how those trends affect domestic and foreign policy in each. The purpose of the course is to enable students better to understand the significance of mass politics in the United States and in some of the Western European countries whose internal political patterns are of crucial importance to the U.S. (Comparative field)

**1378 35686 Two Centuries of Democratization Markoff, John**

Cross-Listed: SOC 1325/HIST 1044

This course is intended to give students an understanding of the major strategies, theories, and development problems of Latin America in mid and late 20<sup>th</sup> Centuries. The course will begin with a survey of Latin American economic development since the colonial era. It will then consider the strategies of different political actors. Next, the course will introduce the major theories and strategies of economic development, including dependencia, import substitution industrialization and neo-liberal approaches. The questions of reform, revolution, democracy and authoritarianism will be discussed simultaneously with the different approaches to economic policy. In the second half of the course, the focus will be on specific issues such as the design of political institutions as well as socio-economic problems such as poverty and equity, and on specific countries including Cuba, Mexico, Brazil and Chile. (Comparative field)

**1381 39522 Comparative Government Seminar Hallerberg, Mark S**

<http://www.pitt.edu/~politics/>

This course seeks to examine how institutions shape politics in democratic states. While our focus will be on Western Europe, the theories you will discuss should be applicable to other nations as well. In the first half of the quarter we will concentrate on the political inputs. We will begin our study at the individual level of the voter, and we will then discuss their aggregation in the form of political parties. We will also consider how different rules affect the ultimate composition of parliament. In the second half of the course we will discuss the institutions of government that process the inputs, such as the executive and the parliament, and also evaluate the growing importance of levels of government outside of the national level, such as the European Union. (Comparative field)

**1509 30586 Conflict and War Theory Gochman, Charles S**

<http://www.pitt.edu/~politics/>

This course explores the phenomena of violent conflict and war in international relations. Violent conflict among organized groups has existed across millennia. Organizational methods and technological developments have enhanced the speed and scope of destructiveness. In this class we explore why this behavior persists. To do this, we examine alternative explanations for violent conflict and war. We then look at several historical cases of war to see if these explanations provide insight. Finally, we analyze possibilities for managing and resolving violent conflict. (International Relations field)

**1513 39530 Foreign Policies--Changing World Linden, Ronald H**

<http://www.pitt.edu/~politics/>

The aim of this course is to introduce students to the analysis of foreign policy as a form of political behavior and to the specific factors influencing the foreign policies of several of the world's most powerful states. The lectures and readings follow several intertwining themes, covering: 1) the conceptual and analytical tools utilized to investigate and compare the foreign policies of states; 2) the nature of certain phenomena which present countries with complex and dangerous international problems, e.g. security, interdependence; 3) the particular sources, processes and outcomes involved in the foreign policies of several states including the United

States, Russia and others. The approach is analytical and though some of the readings and lectures are historical, the emphasis is on the contemporary context. It is also comparative, offering students a look at how these states' domestic culture, processes and institutions affect their foreign policies. (International Relations field)

**1530 39535 The New Int'l Relations of Europe Linden, Ronald H**

<http://www.pitt.edu/~politics/>

The aim of this course is to introduce students to the fundamental ways in which the relations of the peoples and states of Europe have changed since the end of the Cold War. Its methods will include the historical approach, among others, linking the current situation to that of the region before World War II and during the Cold War. But an additional aim of the course will be to introduce students to other analytic approaches utilized in the field of international relations including realism, institutionalism and constructivism (the study of development of national identities in world politics) as well as the variety of concepts and levels of analysis utilized by students of foreign policy to help us understand behavior. Students will be exposed to and encouraged to utilize these approaches in examining the most recent period in European relations. This is a writing course so there will be various in-class and out-of-class writing assignments. (International Relations)

**1543 39541 Globalization and Int'l Politics Walters, Robert S**

<http://www.pitt.edu/~politics/>

This course will focus on globalization and governance at various levels of behavior. Globalization has become a truism in descriptions of contemporary international and domestic behavior; but what does globalization really mean? Is it a new, historically unprecedented phenomenon or a simply a new designation for processes that have long been developing? If the latter, do changes in degree ultimately become changes in kind? Is globalization an inexorable, systemic development requiring adaptation and accommodation in the domestic ordering of society, or does it reflect the preferences of special interests in society (domestic and transnational)? Is it something to which we must adapt as best we can, or is it a process that can be "steered"? How?

Whatever globalization "is", it is leading virtually all analysts, artists and decision makers in the private and public sectors to reassess and their understanding of international and domestic relations (political, economic, social, cultural, legal, institutional). Models of international relations based on sovereignty and state-centrism are criticized as being out of touch with these new developments. International political economists are being pressed to develop a clearer understanding of the relationship between markets and states at domestic and international levels. Political activists are challenging key international economic institutions for the roles they are playing in these processes (witness the WTO meeting in Seattle in 1999 and the Genoa economic summit in 2001). Globalization is generating a great deal of rethinking about new forms of governance within and across states.

The course will focus on these "problematics" associated with globalization, state-society relations, international institutions, and the intersection of political authority and markets. (International Relations)

**1601 19477 Political Theory: Plato-Machiavelli Anise, Emmanuel O**

<http://www.pitt.edu/~politics/>

This course studies the teachings of the great political philosophers of classical antiquity and of the Christian Middle Ages. Writers and topics to be covered include: Plato, Aristotle, Cicero, Stoicism and Epicureanism, natural law, St. Augustine, feudalism, medieval constitutionalism, St. Thomas Aquinas, and theories of the Papal-Imperial conflict. (Political Theory Field)

**1602 31879 Political Theory of Machiavelli-Rousseau**

This course considers the ideas of the major political thinkers of Europe and America from the period of the Renaissance and Reformation through the French Revolution. Figures to be covered include Machiavelli, Hobbes, Montesquieu, Locke, Madison, Rousseau, Bentham and Burke. The overarching theme of this course will be the reactions (both justificatory and critical) of philosophers to the rise of the modern state and liberal society in this period. Readings will be assigned from the original works.

**1629 39546 Topics in Political Theory Goodhart, Michael E**

<http://www.pitt.edu/~politics/>

Human Rights. This course focuses on the contemporary theory and practice of human rights. The course begins with an overview of the historical and philosophical origins of human rights in the Western political tradition. Focus then shifts to contemporary debates in the theory and practice of international human rights: group and community rights vs. individual rights, Western versus non-Western conceptions of human rights, and the right to development. These debates will be illuminated by study and discussion of contemporary human rights flashpoints.

**1636 39553 Politics Through Film Gochman, Charles S**

<http://www.pitt.edu/~politics/>

This course uses film, text, and discussion to enhance students' ability to analyze, understand, and explain politics. Most films will deal with international, rather than domestic US, politics. Topics to be addressed include patriotism, nationalism, foreign intervention, war, decision making, ethics, freedom and authority. The majority of films will be in English; some will be in other languages, with English subtitles. Classes normally will combine lecture, discussion, and the screening of films. Students are expected to do background reading, to have knowledge of historical events and current political news, and to think creatively and analytically about the theoretical issues underlying the films we will be watching. (Political Theory Field)

**GRADUATE COURSES**

**2040 02002 Core Political Theory Whelan, Frederick G**

<http://www.pitt.edu/~politics/>

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

**2114 40861 Capstone Seminar Saxena, Sweta Chaman**

Cross-listed PIA 2096

This course focuses on the international financial system and its significance for policy-making. Topics include: the balance of payments, foreign exchange markets, fixed and flexible exchange rates, purchasing power parity, the Eurocurrency markets and alternative monetary regimes. The course is designed to give students a command of the basic theoretical tools used in analyzing

international financial issues and the ability to apply this theory to the real world. A team project on a current and historical international financial issue is a course requirement.

**2316 39569 The Political Economy of the European Union Hallerberg, Mark S**

<http://www.pitt.edu/~politics/>

Cross-listed PIA 2444

This seminar develops two facets of political economy. First, it presents tools from economics and from rational choice theory to analyze the European Union. Second, it focuses on economic policy within the fifteen member states. It pays particular attention to the reasons for Economic and Monetary Union (EMU). What are the implications of EMU on fiscal and monetary policy, and on the future development of economic and political integration?

**2317 30605 The Politics of EU-US Relations Winand**

If Kennedy once spoke of the united Europe as a partner with whom one could deal “on a basis of full equality”, current official speeches and documents now not only speak of a “full”, “equal”, “active”, or “global” partnership between the US and the EU, but also of “mutual generosity” or “joint leadership”. Are these expressions merely window dressing? What were and still are the mutual interests and fears of the US and a united Europe? Why did the US support European unity, which could result in the emergence of a powerful economic, or even political rival? What kinds of transatlantic partnerships do the US and the EU contemplate? Starting with a broad fresco of American attitudes towards European integration from World War II to the present time and ending with an analysis of US-EU relations in the post 1995 period (including the New Transatlantic Agenda, the Joint Action Plan and the Transatlantic Economic Partnership) this course will explore the enduring factors in US-EU relations and the essence of their future development.

**2502 39601 Global Governance Staniland, Martin**

Cross-listed PIA 2300

This course examines contemporary structures of governance within international politics as they are found at national, regional and international level, and the challenges and stresses to which such structures are vulnerable. It also considers major transitions of theorizing about sources of conflict, order and integration in international politics and reviews current evaluations of major international organizations.

**2503 35700 Topics in International Affairs Reich, Simon**

Cross-listed PIA 2490

The concept of global governance has grown in importance over the course of the last decade. It implies that many problems faced by nation-states are beyond their control, and can only be addressed on a collective basis. Yet the central notions that bind the whole idea of global governance together are far from settled. Indeed, the implications of what global governance means for a variety of policy issues stretching across areas of economy and security are enormous. In this course we shall identify and examine some of the contested concepts of global governance and examine how they are applied to a variety of areas such as human security, preventative intervention, drug interdiction, global financial contagion and environmental degradation.

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**RELGST-RELIGIOUS STUDIES**

**UNDERGRADUATE COURSES**

**0083 40488 Mythology in Ancient World Jones, Marilyn Morgan**

Cross-listed with CLASS 0030.

The subject of this course is the traditional stories--the myths, legends, and folktales--of the ancient Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation--even without the benefit of literacy. 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 textbook. We will devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, conceptualization of male and female sexuality, the debt of Greek and Roman traditional stories to the Near Eastern civilizations (including Egyptian), and the social and cultural bases of myth in general. Throughout, we will examine the many theories about the meaning of traditional stories from antiquity down to our own day.

**0715 40483 Philosophy of Religion Edwards, Steven A**

Cross-listed with PHIL 0473

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

**1144 31265 Classical Mythology & Literature Newell, John E**  
**31260 Newell, John E**

Cross-listed with CLASS 1130

This class will focus on the presence and use of myth in the literature of Ancient Greece and Rome. The purpose of the course is to introduce students to the authors, genres, methods, and contexts of what are the foundation works of the western literary tradition. We will proceed with lectures, in class discussions and short presentations by the students. A study guide will be provided on the world wide web.

**1252 17456 History of the Holocaust Orbach, Alexander**

Cross-listed: JS 1252 & HIST 1769

We examine the Jewish Holocaust within the contexts of both European and Jewish history. We begin our study by paying close attention to the evolution of the Jewish stereotype within European letters and arts. We focus on European political developments in the modern period as we trace the growth of modern nationalism and racism in the second half of the nineteenth century. As we study the rise of Nazism in Germany, we concentrate on the place of the Jew within the ideology of the movement. We conclude our investigation with an analysis of Nazi policies and actions in the period 1933-45 together with the responses to those actions by Jews in Germany and the rest of occupied Europe.

**1650 1650 Approaches to the Study of Antisemitism****Drescher, Seymour**

Cross-listed with HIST 1169 and SOC 1321

Our survey will commence with the Dreyfus case in France at the close of the 19th century and continue through the first decades of the twentieth century as we examine the impact that both World War I and the Soviet Revolution had on analyses of anti-Semitism. The Nazi focus on the Jewish Question in the 1930s will serve as background to our continued investigation of scholarly and more popular assessments of the problem in the 1930s. We will conclude with an intense investigation of post-World War II anti-Semitism and its meaning for both historical studies and religious communities.

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*SLAV-SLAVIC***UNDERGRADUATE COURSES****0660 31305 Sci-Fi: East and West**

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 East (i.e., Eastern Europe) and West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g. The Terminator, The Fly), film clips, TV shows, novels (e.g. Solaris, The Futurological Congress), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge. This course satisfies the foreign culture requirement.

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*SOC – SOCIOLOGY***UNDERGRADUATE COURSES****0005 14382 Societies****Hashimoto, Akiko**

This course offers an introduction to society and culture in global perspective. We will compare and contrast how people organize their social life in different societies, and also explore how it is influenced by globalization. We will examine social behavior, institutions, culture, and political economy in different parts of the world by paying attention to sociological ideas that are useful to our understanding of people who live in different environments under different social conditions.

**0317 25776 Global Society****Crowley, Gregory**

This course serves as an introduction to the study of social change and development in global and comparative perspective. Our guiding premise is that development and social change are increasingly global enterprises. Through a series of case studies concentrating on Third World Countries' experience of development in the twentieth century, we will attempt to situate the vastly uneven processes of development and change within a common process. Particular attention will be given to the global roots and dimensions of (a) social problems such as economic inequality and environmental destruction, and (b) social movements, such as environmentalism, feminism, and human rights, that claim to exist in part to solve social problems.

Two analytical perspectives inform our study of social change. The first is economic sociology, which studies how patterns of social relationships and institutions such as religion, law, and popular culture influence the division of labor, the distribution of wealth, and other economic phenomena. The other perspective is political sociology, which is concerned with how

social groups, especially in the form grassroots social movements, influence law, government, and the direction of social change in general. Thus students can expect to learn not only about the dynamics of social change in the twentieth century but also about how economic and political sociologists study social change and evaluate social problems.

**0446 02523 Sociology of Gender Christopher, Karen Lyn**

Gender is ubiquitous in our lives; we are socialized to act in ways considered appropriate for our gender, and we face societal constraints based on our gender. The purpose of this course is for students to use a sociological perspective to understand the many ways in which gender affects our lives. Students will learn how gender is a social construction rather than a purely biological phenomenon. We will discuss how gender interacts with race/ethnicity, sexuality, social class, and nationality to affect certain women and men in distinct ways. We will focus on social institutions such as the family, labor market, media, and political system, and how they are “gendered” in their assumptions and outcomes. We will end the course by focusing on gender and social change-discussing past and current social movements and what they imply for the future of gender in our society.

**1321 40069 Approaches to Antisemitism Drescher/Orbach**

Cross-listed with RELGST 1650 and HIST 1169

Our survey will commence with Dreyfus case in France at the close of the 19<sup>th</sup> century and continue through the first decades of the twentieth century as we examine the impact that both World War I and the Soviet Revolution has on analyses of anti-Semitism. The Nazi focus on the Jewish Question in the 1930’s will serve as background to our continued investigation of scholarly and, more popular assessments of the problem in the 1930’s. We will conclude with an intense investigation of post-World War II anti-Semitism and it’s meaning for both historical studies and religious communities.

**1325 40027 Two Centuries of Democratization Markoff, John**

Cross-Listed with PS 1378 and HIST 1044

In the late eighteenth century, the word “democrat” began to be widely used to refer to those who sought to create new ways for human societies to govern themselves that would break with the divinely sanctioned monarchies and the entrenched social hierarchies under which most people lived. In several great multi continental waves of change, people refashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. The latest such wave began in western Europe in the mid-1970’s, picked up steam in South America in the 1980’s, included the overthrow of Communist regimes in Eastern Europe at the end of that decade, and continues with movements for democratization in Africa. In this course, we want to understand: 1) why it was Iran in particular historical moments that such waves of social transformation took place; 2) the role of particular social movements in democratization; 3) the ways in which the meaning of democracy has been debated since the breakthrough of the late eighteenth century; 4) the role of established elites in democratization, both as reformers and as resisters; and 5) the ways in which democratizing processes in some countries have powerfully effected political processes elsewhere. After a study of the democratizing moments of the past, we will look at the processes, prospects and perils of the current moment.

**1365 40033 Race, Gender and Development Green, Cecilia Anne**

In this upper-level course we want to look more closely at the intersection of gender, race and nation in the context of historical colonialism and contemporary globalization as well as in the context of the struggle over feminist and nationalist meanings and claims. Focusing on the historical and structural location and biographical and group experiences of “third world” women

in first and third world contexts, we will investigate the following: (a) conceptual paradigms which address questions of “intersectionality” or, broadly speaking, the tension between issues of national and cultural self-determination, oppressive ethno-national and patriarchal practices, the international human rights of women, Western feminism, and third-world/women-of-color standpoints, (b) the social relations of race, class and gender in “development” practices at household, national and global levels, (c) women’s response, resistance and self-organization locally and transnationally.

The course will be conducted through a mix of lectures, discussions, and film/video presentations. In addition to a final essay exam and two in-class quizzes students will be expected to prepare an eight to ten-paper term paper on a particular social issue, sociohistorical experience or theoretical point.

## **GRADUATE COURSES**

**2305 40064 Global Change and Modern Life Holzner, Burkart**

Crossed-listed with CS 2307

This seminar will assess the state of social science knowledge about socio-economic and cultural changes taking place in the context of globalization. It will begin with an overview of the relevant literature and examine the different cultural and political reactions to global changes by world regions. The dynamics of social structural changes will be analyzed with a focus on the increasing role of transparency in global change. The role of transparency in different cultures and political systems and its effects on social inequality will be a theme throughout the seminar. The challenges to major traditions in sociological theory posed by these reviews will be discussed with the intent of thinking about the need for new directions.

**2315 40045 Global Cities Baiocchi, Gianpaolo**

Cross-listed with CS 2317

The phenomenon of the global city has become a prominent theme in contemporary sociology and other disciplinary fields. The major idea in this development has been that certain cities - - such as New York, Tokyo and London - - have become dominant, particularly in financial and commercial terms, in the world as a whole. At the same time, and increasing number of cities around the world have become “world spaces” - - places of increasingly complex ethnic diversity which in themselves become manifestations of the world as a whole. The phenomenon of the global city has been accompanied by systematic attempts on the part of elites in many cities around the world to “internationalize” the urban contexts in which they live (Pittsburgh being an interesting example). Such developments have created a climate in which many sociologists have felt the need to redirect the project of urban sociology. Thus not only will this course consider closely some major writings on the global (or international) city, it will also involve examination of current trends in urban sociology, including the work of some contemporary geographers who have made a big impact on the study of the modern (or postmodern) city. Students will be encouraged to undertake empirical case studies within the framework of the new perspectives in urban sociology.

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## ***SPAN-SPANISH***

## **UNDERGRADUATE COURSES**

**0008 25842 Intermediate Spanish Readings**

Students will review the Spanish language structures and read in certain topical areas as well as areas of individual interests. Emphasis is on reading, language structures and vocabulary building.

**0020 40739 Conversation**

**02201**

**02206**

**25839**

**40739**

This course aims at improving the students' speaking and listening skills in Spanish. Emphasis is on oral expression. The students increase their communicative competence through dialogue and communicative interactions with each other and the instructor on a wide range of topics. Audiovisual materials supplement the textbook.

**0025 14559 Grammar and Composition**

**40742**

**11876**

This course reviews Spanish grammar, and in addition, is designed to aid the student in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English into Spanish. The overall thrust of the course is the improvement of writing skills in Spanish, particularly the writing of descriptions, narrations, and other types of writing.

**0032 14357 Elementary Spanish 2 for MBAs**

This course is designed specifically for Business Majors and is a continuation of Spanish 0031, Elementary Spanish 1 for MBAs. Emphasis is on improving listening and speaking skills, with considerable in-class conversational practice. New grammatical structures and increased vocabulary are introduced. Limited business language will be included, along with selected cultural information.

**0055 17485 Introduction to Hispanic Literature 1**

**40681**

**TBA**

**Gajic, Tatjana**

This course is designed to introduce students to the study of Spanish and Latin American literatures, while at the same time dealing with concepts, which can be applied, to all literature. We will discuss the nature of literature and genres or categories, including narrative, drama, poetry and the essay. We will also explore various approaches to literature, and the meaning of what we read, learning in the process a variety of literary terms and tools for this purpose. The readings and class discussion are in Spanish. This course is required for all majors.

**1196 02227 Spanish Professional Translation 2**

**Coltrin, Paul Brayn**

Crosslisted with SPAN 2196

This course is intended for those translators in training who want to gain experience in translating the types of material professional translators handle under actual on-the-job situations. The course emphasizes acquisition of practical translation skills, introducing basic principles, pertinent technical terminology, and idiomatic expressions as they occur in original commercial and technical texts.

**1301 02219 Structure of Modern Spanish Stiehm, Bruce**

Crosslisted with SPAN 2303

This course surveys some of the major areas of linguistics as they apply to Spanish in particular. Specifically, the course will cover Spanish phonetics, phonology, morphology, syntax, semantics/pragmatics, historical linguistics, sociolinguistics and psycholinguistics.

**1303 20831 Seminar in Language and Culture Herlinghaus, Hermann**

In Latin America telenovelas have become a major 'forum' of articulation of the most compelling problems of today's societies: globalization and local politics, drug trafficking, corruption, religion and secularism, gender roles, language and sexuality, topographies of consumer fetishism. Telenovelas are providing the most spectacular public terrain in which the features of tradition and change are constantly negotiated, having shifted the constituents and mediators of identity (of the Nation and its margins) from discursive politics to 'rhetorical performance'. The course presents a survey of some of Latin America's most renowned telenovelas such as "Simplemente María" (Peru), "Café" (Colombia), "Dancin' Days" (Brazil), "Marrón Glacé" (Chile), "Por estas calles" (Venezuela), "Vivir un poco" (Mexico), "Muchachitas" (Mexico), "Betty la fea" (Colombia), and discusses traces that have led from a traditional genre to a highly dynamic intertextual and intermedial narrative. In conceptual terms of cultural understanding telenovelas invite to discuss the conjunctures and conflicts between orality and video, narrative and image, politics and performance, mass culture and subalternity.

**1323 31197 Medical Spanish Bilbao**

Intended for translators and medical personnel who desire experience in translating the types of medical documents professional translators handle on the job. The documents chosen for translation are from scientific publications, actual medical reports, journals, etc. The course emphasizes acquisition of practical translation skills and introduces basic medical principles and terminology as well as terms of art as they are used in medical texts.

**1600 31170 Survey of Spanish Literature Gajic, Tajana**

This class is a study of Spanish literary and cultural production during the decades in which the dictatorial regime of Francisco Franco initiated and accomplished its turn towards modernization of Spanish society within the framework of a continuing political oppression. Departing from the analyses of Spanish uneven modernity developed recently in the field of Spanish cultural studies, we will focus on a wide range of cultural artifacts, styles and poetics that all engage with the paradigm of repressive modernization: writings of García Hortelano, Juan Goytisolo, Miguel Delibes, films of García Berlanga, Saura and Buñuel, poetry of Vázquez Montalbán, José Agustín Goytisolo, essays of Carlos Barral and others. These writers and the cultural debates to which they contributed are essential for gaining an insight into the origins of contemporary, post-Franco Spain.

**1900 02230 Professional Trans Internship-Span McCormick, Dawn**

Practical, on-the-job translation training with multinational company. There will be an international environment, and on-hand reference material and actual office procedures for translators.

**GRADUATE COURSES**

**2196 02241 Professional Translation 2 Coltrin, Paul Bryan**

Crosslisted with SPAN 1196

This course is intended for those translators in training who want to gain experience in translating the types of material professional translators handle under actual on-the-job situations. The course emphasizes acquisition of practical translation skills, introducing basic principles, pertinent technical terminology, and idiomatic expressions as they occur in original commercial and technical texts.

**2224 40721 Special Topics in Cultural Analysis: Martin-Barbero  
Imaginarios culturales de la globalización**

The current processes of globalization have mobilized economic logics as well as technological and cultural transformations around the world. A study of contemporary globality requires an approach on at least four different levels: the level of technological changes, the study of public and cultural spaces, the different modes of socialization, and the narratives that provide a conceptual and symbolic account of these experiences. The course will focus on the transformations of urban space, and the dynamics of communications in contemporary Latin America. At the same time, it will explore the connections between nationality, memory, and identity in Latin American culture.

**2225 40702 Seminar: Moraña, Mabel Eve  
Special Topics in Cultural Analysis**

Through the study of theoretical and critical texts, the course will focus on issues related to the construction and deconstruction of nationhood in XIXth and XXth-century Latin America, as well as to the notions of colonialism, citizenship, identity, transculturation, difference, neobaroque, and modernity. Students will be introduced to postcolonial/ postmodern debates, as well as to current theories on multiculturalism, political memory, and globalization. Some of the authors to be studied are B. Sarlo, N. Richard, N. Garcia Canclini, J. Martin Barbero, J.J. Brunner, J. F. Lyotard, L. Hutcheon, M. Hoppenhayn, W. Mignolo, C. Monsivais, among others. Selected literary works, as well as cultural journals, will also be introduced to illustrate some of the theoretical/ critical issues presented in class. The course will be conducted in Spanish.

**2303 40686 Structure of Modern Spanish Stiehm, Bruce**

Crosslisted with SPAN 1301

This course surveys some of the major areas of linguistics as they apply to Spanish in particular. Specifically, the course will cover Spanish phonetics, phonology, morphology, syntax, semantics/pragmatics, historical linguistics, sociolinguistics and psycholinguistics.

**2310 40690 Semantics Stiehm, Bruce**

This course will explore present developments in synchronic Hispanic semantics. It will include consideration of the semantic aspects of Hispanic dialectology, lexicology, lexicography, grammar and language as it reflects culture. Its purpose will be to provide graduate students with an updated view of the work being done in this expanding sector of Hispanic linguistics.

**2465 40710 Seminar: 20<sup>th</sup> Century Topics Beverley, John R  
Testimonial and Neo-Baroque Film and Writing**

Crosslisted with SPAN 1404 and CLST 2465

Starting with a viewing and discussion of the recent Mexican film *Amores Perros*, this course will examine the representation of the Latin American present or near present in a series of recent narrative films and related literary forms. A general concern will be the ideological, aesthetic, and ethical effects of neoliberal hegemony and the new economic and social forms it has brought in

its wake on Latin American culture and life. Three, sometimes overlapping, forms of representation will be explored in particular: 1) testimonial narrative (testimonio) and film, including a consideration of Victor Gaviria's films about Medellin, *Rodrigo D* and *Vendedora de Rosas*, sometimes characterized as "pornomiseria"; 2) the so-called "cronica urbana" (Monsivais, Lemebel, Piglia, etc.) and films and/or texts about urban crime (e.g. *Plata quemada*; *Ratas, ratones, rateros*; *La virgen de los sicarios*); and 3) "neo-baroque" representation, in a group of films by the Chilean director Raul Ruiz and related texts (Ruiz himself, Sarduy, Perlongher, Anibal Ponte, etc.)

**2570 40695 Contemporary Hispanic Literature: Gajic, Tatjana**  
**Different Others: Thinking (from) Spain**  
**as an Empire, Nation and Post-National Community**

This class examines intellectual and cultural aspects of three different periods in Spanish history, all of them characterized by the demand for conceptualizing and regulating otherness, Spain's own otherness and the otherness of Spain's others. A pivotal example for understanding the forms of political power in the modern and post-modern era, "Spain" has been configured historically and intellectually as an Empire, a (European) Nation, and a post-national state of autonomous communities. How can we approach these different configurations and what can we learn from their articulations of otherness in the light of the study of Spanish (Hispanic) culture? The class will focus on three paradigmatic moments in Spain's intellectual history: the treatment of the colonized "Other" in the Early Modern period, debates on Spain's "difference" in the context of European (Western) culture, and contemporary discussions on the relationship between the Spanish state and the autonomous communities. For each of the periods studied, the focus will be on intellectual polemics and literary works that have historical value as well as contemporary relevance. The texts include works by Américo Castro, Marcel Bataillon, Eduardo Subirats, Juan Goytisolo, Angel Ganivet, Gustavo Bueno, and others.

***THEA-THEATRE ARTS***

**UNDERGRADUATE COURSES**

**0800 02324 Introduction to Theatre Arts Mehler, Michael**

Who cares about live theatre in the age of film, video and CD-Rom formats? Playwrights, directors, actors, designers and creative producers do. This course introduces the roles, functions and aesthetic passions of the various artists of the theatre with readings, discussions, guest lectures by professional theatre artists from the theatre community and in-class projects. No fees, but you are required to purchase a semester pass (\$20.00) and attend University Theatre productions.

**0810 40360 Introduction to Dramatic Art Choi, Jaeoh**  
**28861 Kopans, Matthew Joshua**  
**11832 Merriman, Susan**

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 tragi-comedy. The text highlights differences in style, as well as the characteristics of types of plays, i.e. tragedy, comedy, tragi-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 (\$20.00) and attend University Theatre productions.

**0850 11871 Introduction to Shakespeare Cassidy, Michael Warren**  
This is a first course in Shakespeare and includes a look at nine plays as crafted for the theatre. Course lectures and discussions focus on the cultural conditions at the time of the original performances as well as giving a picture of the ways the plays have been radically interpreted. Course will include viewing of Shakespearean films.

**1342 22948 History of Theatre 2 Conner, Lynne T**  
This course is the second in a two-part, two-semester survey of theatre history designed to concentrate on the evolution of Western dramatic forms and theatre practices. History of Theatre 2 will survey the history of theatre, drama, design and performance from Europe in 1700 to the realistic stage of post-World War I American. Emphasis will be placed on exploring the cultural conditions (social, moral, economic) and aesthetic concerns pertinent to each period and place.

**1351 46221 Green and Roman Theatre Rimer, J Thomas**  
Greek Tragedy has cast an enormous shadow over every form of theatrical art since ancient times, but nowhere with more eloquence than in the development of opera, which, as a form of "total theatre," has combined music, dance, spectacle, acting, and visual staging effects to produce many masterpieces based on the Greek originals. In this course, students will read the original texts of Greek tragedies as well as the appropriate opera libretti in English translations, then use videos and audio recordings to examine a series of operas ranging from the early experiments of Monteverdi to Gluck, Berlioz, Richard Strauss, and Stravinsky, in order to make a comparative study of these diverse inspirations and influences. Students will write a research paper (also to be presented orally in class) on a Greek tragedy and its operatic version which has not been discussed in class.

**1850 40346 Advanced Shakespeare Coleman, W Stephen**  
This course is the second in a two-part, two-semester survey of theatre history designed to concentrate on the evolution of Western dramatic forms and theatre practices. History of Theatre 2 will survey the history of theatre, drama, design and performance from Europe in 1700 to the realistic stage of post-World War I American. Emphasis will be placed on exploring the cultural conditions (social, moral, economic) and aesthetic concerns pertinent to each period and place.

## **GRADUATE COURSES**

**2206 45275 History of the Theatre 2 Conner, Lynne T**  
This course is the second in a two-part, two-semester survey of theatre history designed to concentrate on the evolution of Western dramatic forms and theatre practices. History of Theatre 2 will survey the history of theatre, drama, design and performance from Europe in 1700 to the realistic stage of post-World War I American. Emphasis will be placed on exploring the cultural conditions (social, moral, economic) and aesthetic concerns pertinent to each period and place.

**2230 40358 Shakespeare's Plays Favorini, Attilio A**  
This course will focus on Shakespeare's Late Plays, which for our purposes are the "problem" comedies (ALL'S WELL, TROILUS, MEASURE FOR MEASURE) and the "romances" (PERICLES, WINTER'S TALE, CYMBELINE, TEMPEST). We'll also look for inklings of Shakespeare's disburbanse of comic form in MUCH ADO and TWELFTH NIGHT, as well as at the cynicism of TIMON OF ATHENS and the hint of apotheosis in HENRY VIII. We shall bring different methodologies to bear as needed, including background on medieval form and the concurrent development of romance by Shakespeare's contemporaries, feminism, deconstruction, and new historicism.

## ***URBNST-URBAN STUDIES***

### **UNDERGRADUATE COURSES**

**1700 40453 International Urbanism: European and American Cities in a Globalizing World Carson, Carolyn J**

It is undeniable that the world has become integrated through the globalization of social, political, cultural, and economic activity, but there is a major new trend in the strengthening of the networks connecting cities. Cities worldwide have been markedly affected by globalization, but in turn have played a role in the process. This course will address issues pertaining to globalization, inherent in which will be a comparison of economic, social, political, historical, and cultural differences between world cities. Further, the course will compare different cities in their response to globalization and the impact of globalization on the individual cities.

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## ***WOMNST – WOMEN’S STUDIES***

### **UNDERGRADUATE COURSES**

**0030 40470 Women and Society Hallstead, Susan Rita**  
**10592 Montelard, Janet J**

We examine how WOMNST reaches across many academic disciplines & prepares students to assess the impact of feminist scholarship on the traditional academic disciplines such as literature, philosophy, psychology, history & anthropology. Students also discuss & explore some of the basic perspectives & new research in the field of WOMNST, drawing on current research about women & gender for an introductory survey of women's experiences in various areas of social life, such as work, family, education, politics, & religion. Students investigate changes in women lives & in relations between women & men that result from the modern feminist movement. One important goal of this course is to help students better understand their own lives as women & men in American society. Although the primary focus of the course is on American society & the Western intellectual tradition, the course does have an international dimension that enables students to make cross-cultural observations about women & men's roles in other societies.

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