COURSE LIST
Fall 2016 (2171)

Global Studies Center
University Center for International Studies
University of Pittsburgh
4100 Wesley W. Posvar Hall
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Email: global@pitt.edu
Web: www.ucis.pitt.edu/global
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**Global Concentration Courses**

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REQUIREMENTS

The Global Studies Center offers an Undergraduate Certificate program, a Graduate Certificate program, and a Bachelor of Philosophy in International and Area Studies (BPhil-IAS), Global Studies Track.

Students choose from one of six Global Concentrations (Sustainable Development; Global Economy and Global Governance; Changing Identities in a Global World; Communication, Technology, and Society; Conflict and Conflict Resolution; Global Health), and study a world language.

UNDERGRADUATE CERTIFICATE REQUIREMENTS

- Core course, *Introduction to Global Studies* (PS 0550)
- Five courses in one global concentration
- Three of the five courses must be taken in at least two departments other than the student’s major (interdisciplinary requirement)
- Language proficiency: two years college-level language proficiency
- Capstone Research Paper uniting global concentration with transnational analysis, written as part of a course and approved by a Global Studies advisor
- Grades of C or higher
- Submission of Global Studies Portfolio and Reflection

**BPHIL-IAS, GLOBAL STUDIES TRACK**

- Three core courses: *Introduction to Global Studies* (PS 0550); *Capstone Seminar*; and One Methodology course suitable to the student’s Honors Thesis topic
- Seven courses in one global concentration
- Four of the seven global concentration courses must be taken in at least two departments other than the student’s major (interdisciplinary requirement)
- Language proficiency: three years college-level language proficiency
- Honors Thesis
- Approved study abroad
- Minimum grade average of 3.5/4.00
- Submission of Global Studies Portfolio and Reflection

GRADUATE CERTIFICATE REQUIREMENTS

- Six courses in one global concentration
- Three of the six courses must be taken in at least two departments other than the student’s major (interdisciplinary requirement). If student is enrolled in a professional school, at least one course must be taken outside the school, and two outside of their department.
- Language proficiency: three years college-level language proficiency or student can obtain proficiency at 2nd college year of a commonly taught language and one year less commonly taught language.
- Capstone Research Paper uniting global concentration with transnational analysis, written as part of a course and approved by a Global Studies advisor
- Grades of B or higher
- Submission of Global Studies Portfolio and Reflection
COURSE SCHEDULE FALL 2016 (2171)

This course schedule pertains to Core Course and Global Concentration course requirements. Courses are offered by many departments and schools across the University of Pittsburgh, which may update course information as needed. This course list is accurate as of March 28, 2016. To verify the most current information for courses of interest to you, consult Peoplesoft.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>ACADEMIC ORG</th>
<th>COURSE</th>
<th>TITLE</th>
<th>SESSION</th>
<th>DAY, START TIME - END TIME</th>
<th>LOCATION</th>
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<tr>
<td>24814</td>
<td>PS PS 550</td>
<td>INTRODUCTION TO GLOBAL STUDIES</td>
<td>MW, 4:30:00 PM to 5:45:00 PM</td>
<td>LAWRN 205</td>
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</table>

This course will introduce students at the freshman and sophomore levels to international studies and to a global perspective. It will be an openly interdisciplinary course and will use the case study methodology to cover issues of global environmental sciences, world politics and language, using history and culture as a guide.
### GLOBAL CONCENTRATION COURSES

#### 1. Sustainable Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTH 11465</td>
<td>CULTURAL RESOURCE MANAGEMENT</td>
</tr>
<tr>
<td>ARTSC</td>
<td>M, 6:00:00 PM to 8:30:00 PM</td>
</tr>
<tr>
<td>WWPH 3300</td>
<td>TBA</td>
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</tbody>
</table>

This course will cover in an introductory way all aspects of Cultural Resource Management and Historic Preservation. Major topics include federal historic preservation legislation, cultural resources (historic and prehistoric archaeology, historic structures), the National Register of Historic Places, Section 106 and 110 of the NHPA, The National Environmental Policy Act, historic preservation planning, and state historic preservation plans. The course will utilize historic architectural examples as well as prehistoric and historic archaeological sites. It is expected that students will have some specific interest in historic preservation and/or cultural resource management, although the interest may be based in history, anthropology, architecture, law, or administration. No specific prerequisites are required.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ANTH 26640</td>
<td>ANTH 1752 ANTHROPOLOGY OF FOOD</td>
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<tr>
<td>ARTSC</td>
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Undergraduate Seminar. This course will examine the social ecology of human nutrition. It will apply the concepts and principles of anthropology to the study of human diet and nutrition. Discussions will focus on the origins of the human diet; human dietary adaptation to diverse ecological and technological situations; behavioral and ecological factors that influence diet in technologically simple, modernizing and contemporary societies; and social/cultural meanings and implications of food behaviors.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIOSC 10751</td>
<td>BIOSC 370 ECOLOGY</td>
</tr>
<tr>
<td>ARTSC</td>
<td>Carson, Walter Page</td>
</tr>
<tr>
<td></td>
<td>TTh, 11:00:00 AM to 12:15:00 PM</td>
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<td></td>
<td>LANGY A221</td>
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</tbody>
</table>

The objective of the course is to provide a broad introduction to the study of ecology at the undergraduate level, through the presentation of lectures dealing with organismal, population, community, and ecosystem levels of hierarchical organization. The contributions of laboratory and field investigations to the development of ecological knowledge will be considered. Lecture material will be supplemented with required readings from an assigned textbook.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIOSC 19996</td>
<td>BIOSC 370 ECOLOGY</td>
</tr>
<tr>
<td>ARTSC</td>
<td>Roberts, Laurel B</td>
</tr>
<tr>
<td></td>
<td>MWF, 3:00:00 PM to 3:50:00 PM</td>
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<tr>
<td></td>
<td>CRAWF 169</td>
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The objective of the course is to provide a broad introduction to the study of ecology at the undergraduate level, through the presentation of lectures dealing with organismal, population, community, and ecosystem levels of hierarchical organization. The contributions of laboratory and field investigations to the development of ecological knowledge will be considered. Lecture material will be supplemented with required readings from an assigned textbook.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIOSC 10689</td>
<td>BIOSC 1320 POPULATION BIOLOGY</td>
</tr>
<tr>
<td>ARTSC</td>
<td>Hale, Alison N</td>
</tr>
<tr>
<td></td>
<td>TTh, 1:00:00 PM to 2:15:00 PM</td>
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<td>LANGY A221</td>
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This is a course in the scientific study of the distribution and abundances of animal and plant populations. The course will begin with the dynamics of single populations, emphasizing demography, exponential growth, and intra-specific competition. Next we will cover interactions between populations, especially competition and predation. Finally we will consider the implications of population dynamics to the evolution of life history strategies, to population regulation, and to community structure. Throughout, empirical studies of natural and laboratory populations will be used to test mathematical models of population processes.

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<th>Course Code</th>
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<tr>
<td>ECON 29603</td>
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<td>ARTSC</td>
<td>TBA</td>
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<tr>
<td>WWPH 4900</td>
<td>TTh, 9:30:00 AM to 10:45:00 AM</td>
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<td>ECON 11960</td>
<td>ECON 530 INTRO TO DEVELOPMENT ECONOMICS</td>
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<tr>
<td>WWPH 4900</td>
<td>TTh, 4:00:00 PM to 5:15:00 PM</td>
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This course focuses on economies which are less technically and institutionally developed and in which per capita incomes are low. Over 80% of the world’s population lives in these countries and their economies are assuming an increasingly important role in the global economic system. The functioning of agriculture, industry, and international trade and finance will be outlined. Alternative government policy options will be considered. The effects of roles played by government, population growth, income distribution, health care and education in the process of economic development will be discussed. The course will concentrate on the economic aspects of development.

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<th>Course Code</th>
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<td>ECON 28433</td>
<td>ECON 2320 TOPICS IN URBAN &amp; ENVRN ECONS</td>
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<tr>
<td>ARTSC</td>
<td>Walsh, Randall P</td>
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<td>ENGLISH 28588</td>
<td>ENGLISH 1005 LITERATURE &amp; THE ENVIRONMENT</td>
</tr>
<tr>
<td>ARTSC</td>
<td>Boone, Troy M</td>
</tr>
<tr>
<td>CL 221</td>
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This course examines the ways in which writers in English have engaged with the natural environment. We will read a range of authors, from the advent of industrialization in the late eighteenth century until the present, to consider how they have looked critically at the human effects on ecosystems. Throughout, we will be attentive both to the literary qualities of writings about the environment and to their historical and political contexts.
Global Studies Course List Fall 2016 (2171)

26559  GEOL-PL GEOL 1030 THE ATMOSPHERE, OCEANS & CLIMATE TTh, 10:00:00 AM to 10:50:00 AM BENDM 226

20678  GEOL-PL GEOL 1332 MGT ENVIRONMENTAL NURSE ORGS M, 6:00:00 PM to 8:30:00 PM SRCC 113
IT'S TRUE THAT A LITTLE ENTHUSIASM GOES A LONG WAY IN THE NONPROFIT WORLD, BUT THOSE WHO GET INVOLVED NEED TO HAVE REAL SKILLS IF THEY'RE GOING TO MAKE A LASTING IMPACT. THE GOAL OF THIS COURSE IS TO INTRODUCE STUDENTS TO NONPROFIT ENVIRONMENTAL ORGANIZATIONS & ISSUES, & TO PROVIDE THEM WITH THE TOOLS TO EFFECTIVELY PARTICIPATE IN & ORGANIZE ENVIRONMENTAL CAMPAIGNS. THE COURSE COVERS THE "INNER WORKINGS" OF ENVIRONMENTAL ORGANIZATIONS & CAMPAIGNS, WHAT IT TAKES TO SUCCEED, & WHY EFFECTIVELY COMMUNICATING ENVIRONMENTAL ISSUES AT THE GRASSROOTS LEVEL IS SO IMPORTANT & SO DIFFICULT.

10985  GEOL-PL GEOL 1445 GIS, GPS, AND COMPUTER METHODS MW, 4:30:00 PM to 5:45:00 PM LAWRN 120
The goal of this course is to gain expertise in the methods of Geographic Information Systems using the GeoTRANS and ArcGIS software packages on PC based workstations. No previous computer classes are required. Students will be graded on the basis of approximately 5 computer assignments, in-class exercises, a project, and final exam. This course is a core course for the GIS Certificate.

11261  GEOL-PL GEOL 2449 GIS, GPS, AND COMPUTER METHODS MW, 4:30:00 PM to 5:45:00 PM LAWRN 120
The goal of this course is to gain expertise in the methods of Geographic Information Systems using the GeoTRANS and ArcGIS software packages on PC based workstations. No previous computer classes are required. Students will be graded on the basis of approximately 5 computer assignments, in-class exercises, a project, and final exam. This course is a core course for the GIS Certificate.

18117  HA-A HAA 940 APPROACHES TO BUILT ENVIRONMENT TTh, 1:00:00 PM to 2:15:00 PM FKART 202
Approaches to the Built Environment, an introductory course designed for Architectural Studies majors, is meant to complement HAA 0040:Introduction to Architecture. Through a series of units dealing with different architectural issues and building types (Representation; Landscape; Dwelling; Commerce and Industry; Public Institutions; Sacred Spaces), students will be introduced to ideas and problems that affect the way in which the built environment has been and continues to be shaped in a variety of historical and cultural contexts. We will think broadly about how the spaces that people move through and inhabit in their daily lives shape and are shaped by human behavior, cultural identity, political experience, and the currents of historical circumstance. Contemporary buildings and projects will figure prominently as examples of how designers currently approach architectural, structural and urban problems. Local sites will serve as case-studies for the analysis of different aspects of the built environment. This class is taught in a seminar format with students evaluated on their class participation and assigned projects. Readings and projects will introduce students to a variety of techniques for analyzing and representing the built environment, providing the basic tools for subsequent architectural research and studies.

26501  PS ARTSC PS 1536 HUMAN SECURITY TTh, 2:30:00 PM to 3:45:00 PM OEH 316
This course explores the politics of human security. Whereas national security focuses on the well-being of the state, human security focuses on the well-being of individuals. The course examines how things such as violence, political oppression, poverty, and ecological destruction threaten individual welfare and what the international community is (and is not) doing to address these matters.

24916  PS ARTSC PS 1542 GLOBAL ENVIRONMENTAL POLITICS TTh, 9:30:00 AM to 10:45:00 AM OEH 300
Our societies face an unprecedented number of environmental challenges. Issues such as climate change, air pollution, and the overuse of natural resources are all threats to our present and future well-being. Looking into the past, humankind has sometimes found a way to tackle these problems, but it has also often failed to do so. Why do we let environmental problems happen? How do we manage to solve some of them? This course seeks to study these questions from a political perspective. We will begin by examining why environmental issues occur in the first place. We will then analyze solutions to these problems, both at the international and domestic levels.

26926  PS ARTSC PS 2379 ECONOMICS OF DEVELOPMENT W, 3:00:00 PM to 5:55:00 PM WWPH 3415
This course explores representations of the environment in francophone Caribbean literature. Reading a selection of novels, short stories, and poetry, we will examine how literature depicts the complexity of natural forces, and the connections it makes between ecological diversity and forms of cultural identity. Given the legacies of slavery and colonialism, how can we understand the imbrication of natural and cultural phenomena? Moreover, how is political life implicated in this (literary) ecosystem? The course will focus on fiction in a number of genres, from the mid-20th century to the present day. Selected secondary readings will help to make sense of the ecological awareness of literature, or its representation of the complex relationship between life and place, nature and culture.
23780 RELGST  RELGST 1518 RELIGION AND ECOLOGY TBA, 12:00:00 AM to 12:00:00 AM
ARTSC Alter, Joseph; Whitehead, Jeffrey Robert TBATBA
THIS COURSE EXPLORES VARIOUS RELIGIOUS PERSPECTIVES ON THE MEANING AND VALUE OF NATURE AND THE RELATIONSHIP OF HUMANS TO THE ENVIRONMENT, HOW HAVE DIFFERENT RELIGIOUS COMMUNITIES CONCEIVED OF THE NATURAL WORLD AND RESPONDED TO ECOLOGICAL CRISIS? HOW HAVE FOOD AND FARMING PRACTICES BEEN SHAPED BY RELIGIOUS TRADITION? SPECIAL ATTENTION WILL BE GIVEN TO CASE STUDIES FROM CONTEMPORARY SOCIETY, WITH A FOCUS ON AMERICAN RELIGIOUS MOVEMENTS THAT TAKE ISSUES SUCH AS ECOJUSTICE, SUSTAINABLE FARMING PRACTICES, AND RESPONSIBLE CONSUMPTION SERIOUSLY OR ARE DEFINED BY THEM. CLASSIC RELIGIOUS TEXTS, PARTICULARLY OF THE BIBLICAL TRADITION, WILL BE STUDIED WHEN RELEVANT, AS WILL ARCHAEOLOGICAL AND ETHNOGRAPHIC STUDIES.

11688 SOC  SOC 5 SOCITES Epitropoulos, Mike F
ARTSC MW, 1:00:00 PM to 1:50:00 PM
This course examines complex social, economic, political, and cultural issues across societies around the world. In this course we discuss the American (US) Criminal Justice System, Drinking on US College Campuses, and Hip Hop music. We introduce fundamental, core sociological concepts in examining these three micro-areas of study. Beyond that we bridge the three thematic areas in subtle ways that weave our sociological analysis with depth and by introducing cross-cultural links. This globalization component is a powerful example of how connected our world is. The format utilizes lectures, recitations, and assignments.

18574 SOC  SOC 7 SOCIAL PROBLEMS Singh, Vijai P
ARTSC TTh, 11:00:00 AM to 12:15:00 PM
The United States has been undergoing major social and economic transformations during the past several decades. These changes have had uneven impacts on individuals, groups, and communities. The major topics that will be covered in this course include the structure of the U.S. economy, linkages between the economic social and political systems, social and economic inequality, distribution of poverty its causes and impacts. These issues will be analyzed with respect to their origins and persistence. Alternative strategies for their amelioration will be explored. The role of government and other institutions will be examined in the solution of various social problems at the national and local levels. Students will be encouraged to participate in discussions and to express their views about the origins of social problems and their solutions.

29551 SOC  SOC 444 URBAN SOCIOLOGY Epitropoulos, Mike F
ARTSC MWF, 1:00:00 PM to 1:50:00 PM
VICTO 117
Most Americans now live in urban areas -- cities and their suburbs. Around the world, more and more of the population are living in cities. Residents of big cities increasingly have more in common with the residents of cities halfway around the globe than with their rural countrymen just a few miles away. As human civilization becomes primarily an urban civilization we need to understand cities as distinct social entities. In this class we will study the development of the city from small mercantile enclaves to the modern sprawl of activity. We will look at urban politics, social ills, environmental issues, and consider those factors that make a city good, enjoyable, and pleasant. As we do, we will use the city and region of Pittsburgh as our living example.

18571 SOC  SOC 1445 SOCIETY AND ENVIRONMENT Epitropoulos, Mike F
ARTSC W, 6:00:00 PM to 8:30:00 PM
LAWRN 233
This course aims to introduce students to several currents of thought within environmental sociology. We will address our lifestyles of disposability that are depleting our natural resources, jeopardizing our ecological sustainability, and cultural diversity. This necessarily will have us employ political economy and political ecology frameworks that links human societies with the environment. By doing so, will also examine how various ‘green’ and environmental social movements have emerged around the world in opposition to many of the deleterious aspects of neo-liberal ‘globalization.’ By the end of the term, students should be able to engage in discussions on the links between human societies, social movements, neo-liberal policies, and contemporary ecological problems in informed, critical ways. The principles of sustainability, nonviolence, inclusion, and peace will be examined and serve as our guiding criteria when evaluating the society -- environment link.

28861 SOC  SOC 1446 CONSUMPTION & EVERYDAY LIFE Paterson, Mark William David
ARTSC TTh, 2:30:00 PM to 3:45:00 PM
LAWRN 207
We buy things almost every single day of our lives. Whereas the exchange of goods and gifts occurs in all known human societies, the nature of contemporary consumption practices have concentrated effects on social and cultural identity formation, but is inevitably wasteful and unsustainable, with untold effects on the environment. This course introduces students to both historical and contemporary approaches by drawing on theories of everyday life, the history of consumption, particularly the rise of the ‘new’ bourgeois consumer in Modernity - and then the beginnings of our contemporary consumer culture - ‘History’: we survey theories about the rise of the ‘new’ bourgeois consumer; globalization and Mcdonalization; the rise of advertising and branding; and the beginnings of retail psychology. - ‘Theory’: we look to Barthes, de Certeau, Bourdieu, Zizek and others to consider associations between consumption, identity, and meaning-making; appropriation; the rise of ethical consumption; gender and domestic consumption; the commodification of the body and senses.

29051 URBNST URBNST 1614 URBAN SUSTAINABILITY
ARTSC TTh, 1:00:00 PM to 2:15:00 PM
CL 226
This course provides a critical introduction to the concept of sustainability in relation to cities in the United States and internationally. We will investigate how the fuzzy concept of sustainability has developed, and look at how principles of urban sustainability are put into practice. In particular, we will look at the Pittsburgh city-region, and draw on examples from Singapore, Auckland (New Zealand), and Tianjin (China). In particular, the class will concentrate on how sustainability is embedded in planning urban structures, organizing for sustainable communities, and mitigating environmental risks and vulnerability. Students will hear from a variety of professionals engaged in sustainable urbanism, and learn about specific tools used to assess sustainability at different geographic scales.
This course will critically analyze sustainability from gendered perspectives. This course will take a three-pronged approach to the study of sustainability and gender, engaging with the economic, social and environmental components that contribute to our understandings of sustainability and sustainable development. Through readings, written assignments and class discussions, students will examine the intersectionality of gender and sustainability with class, race, ability, age, nationality, religion, power, politics, social movements and health from local and global perspectives. Students will critique practical applications of sustainable development and the role of gender in creating a more sustainable future. Taking an interdisciplinary approach, this course will draw on perspectives from anthropology, sociology, environmental studies, gender and development, human geography, public and international affairs, political science, economics, engineering, geology, business, urban studies, and a range of health sciences. Students will have the opportunity to learn about gender and sustainability through case study analyses stemming from a variety of geographic regions. There are no prerequisites for this course, although GSWS 0100: Introduction to Gender, Sexuality and Women's Studies, GSWS 0500 Introduction to Feminist Theory or another course on gender is recommended.

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<tr>
<th>Course Code</th>
<th>Department</th>
<th>Course Title</th>
<th>Credits</th>
<th>Days</th>
<th>Time</th>
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<tr>
<td>25073</td>
<td>CBA-DEAN</td>
<td>MANAGING GLOBAL SUPPLY CHAINS</td>
<td>3</td>
<td>TTh</td>
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<td>CL 144</td>
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<tr>
<td>24531</td>
<td>CBA-DEAN</td>
<td>PURCHASING &amp; SUPPLY MANAGEMENT</td>
<td>3</td>
<td>MW</td>
<td>9:30:00 AM to 10:45:00 AM</td>
<td>MERV 209</td>
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<td>13300</td>
<td>C-ENV ENGR</td>
<td>INTRO TO ENVIRONMENTAL ENGRNG</td>
<td>3</td>
<td>TTh</td>
<td>1:00:00 PM to 2:15:00 PM</td>
<td>BENDM G29</td>
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<td>28132</td>
<td>C-ENV ENGR</td>
<td>ENVIRONMENTAL IMPACT ASSESSMNT</td>
<td>3</td>
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<td>19686</td>
<td>C-ENV ENGR</td>
<td>ENGINEERING GEOLOGY</td>
<td>3</td>
<td>W</td>
<td>5:30:00 PM to 8:00:00 PM</td>
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<td>13820</td>
<td>PIA GSPIA</td>
<td>DEVELOP POLICY &amp; ADMINISTRATION</td>
<td>3</td>
<td>T</td>
<td>12:00:00 PM to 2:50:00 PM</td>
<td>WWPH 3800</td>
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<td>24073</td>
<td>PIA GSPIA</td>
<td>HUMAN RIGHTS: POLITICS &amp; PRACT</td>
<td>3</td>
<td>M</td>
<td>12:00:00 PM to 2:55:00 PM</td>
<td>WWPH 3610</td>
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<td>ECONOMICS OF DEVELOPMENT</td>
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<td>3:00:00 PM to 5:55:00 PM</td>
<td>WWPH 3415</td>
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<td>20729</td>
<td>PIA GSPIA</td>
<td>GENDER AND DEVELOPMENT</td>
<td>3</td>
<td>T</td>
<td>9:00:00 AM to 11:55:00 AM</td>
<td>WWPH 3610</td>
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<td>18172</td>
<td>PIA GSPIA</td>
<td>GEOPOLITICS OF SOUTH ASIA</td>
<td>3</td>
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<td>6:00:00 PM to 9:00:00 PM</td>
<td>TBATBA</td>
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<td>27329</td>
<td>PIA GSPIA</td>
<td>DVLP ASSIST POLICY THEORY PRA</td>
<td>3</td>
<td>W</td>
<td>6:00:00 PM to 9:00:00 PM</td>
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<td>20818</td>
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<td>6:00:00 PM to 9:00:00 PM</td>
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<td>13818</td>
<td>PIA GSPIA</td>
<td>GIS FOR PUBLIC POLICY</td>
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<td>6:00:00 PM to 9:00:00 PM</td>
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<td>GLOBAL SUPPLY CHAIN MANAGEMENT</td>
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<td>CRN</td>
<td>Department</td>
<td>Course Code</td>
<td>Title</td>
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<td>BQOM 2531</td>
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<td>26892</td>
<td>KGSB-BADM</td>
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<tr>
<td>20939</td>
<td>LAW</td>
<td>LAW 5143</td>
<td>WATER &amp; SHALE GAS DEVELOPMENT</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>29384</td>
<td>LAW</td>
<td>LAW 5418</td>
<td>IMMIGRATION LAW</td>
<td>2</td>
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<td>27314</td>
<td>LAW</td>
<td>LAW 5653</td>
<td>INTERNATIONAL HUMAN RIGHTS</td>
<td>3</td>
<td>TTh</td>
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<tr>
<td>23940</td>
<td>LAW</td>
<td>LAW 5866</td>
<td>ISLAMIC LAW &amp; JURISPRDNC SEM</td>
<td>3</td>
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<tr>
<td>19930</td>
<td>LAW</td>
<td>LAW 5986</td>
<td>INTERNATIONAL ARBITRATION SEM</td>
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<tr>
<td>26375</td>
<td>CBA-DEAN</td>
<td>BUSENV 1775</td>
<td>CPLE CAPSTONE SEMINAR</td>
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<tr>
<td>19352</td>
<td>CBA-DEAN</td>
<td>BUSORG 1640</td>
<td>THE ENTREPRENEURSHIP PROCESS</td>
<td>3</td>
<td></td>
<td>TBA, 12:00:00 AM to 12:00:00 AM</td>
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</tbody>
</table>
2. Global Economy and Global Governance

Gender is a key structuring principle of difference and inequality in society, while globalization is a condition characterized by time-space compression and ever-expanding connections across national boundaries. Globalization emerged out of such (and often violent) practices of contact as capitalism, colonialism, socialism, the Cold War, and neoliberalism. This course will explore the intersection of gender and globalization asking how gender shapes processes of globalization and how the role of gender is shifting as national/cultural regulatory systems are no longer able to maintain control over what is recognized as ‘normative’ in the context of gender roles and gendered practices. Adopting an interdisciplinary approach, this course will draw on a range of materials including scholarly texts, fiction, and film to examine various facets of the interface between gender and globalization in such contexts as labor migration, gendered labor in transnational factories, maritime trade, and the high-tech industries, marriage and family, sex and colonialism, sex work and state violence, new reproductive technologies, as well as queer identities and activism. The particular historical contexts in which we will discuss these themes include colonialism, the Cold War Era, post-socialism, and neoliberalism.

This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. This IS A CGS WEB COURSE WITH WEB BASED INSTRUCTION AND WEEKLY WEB INTERACTION IS REQUIRED. STUDENTS MUST HAVE INTERNET ACCESS TO TAKE THIS COURSE.

This course attempts to provide an understanding of American post-World War II foreign policy behavior. We will examine both the international system of which the United States is a component part, as well as attributes of the U.S. domestic scene which influence policy decisions and directions. In the process, the student will be provided with a general understanding of the chronology of recent international events as well as a feel for the scope and substance of disagreement over various policies. The materials examined for this class should be suggestive of alternative policy directions for the future. THIS IS A SELF--PACED COURSE. WORKSHOP ATTENDANCE IS STRONGLY ADVISED. WORKSHOP DATES: 9/17, 10/22, 12/3/2016.

This course examines an individual's choice of how much time and effort to allocate to work activities as well as issues that are of interest to employers who must identify, hire, and motivate workers. After all, (almost) everyone in the class will either be an employee, an employer, or both, and can benefit from an understanding of how firms set up compensation schemes to motivate workers. In addition, we will cover such topics as what types of workers to hire, where and how workers obtain their skills, motivating workers through promotion tournaments, executive pay, teams, job search, bargaining, and benefits. We will cover extensions of economic principles to labor markets, public policy questions, demand and supply, theory of wage differentials, unemployment, unions in the private sector, investment in individuals, education and training, mobility. We will gain insight into a number of important policy issues such as race and gender discrimination, increasing wage inequality (the spreading gap between high- and low-income workers), and unemployment.

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

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

This course focuses on economies which are less technically and institutionally developed and in which per capita incomes are low. Over 80% of the world's population lives in these countries and their economies are assuming an increasingly important role in the global economic system. The functioning of agriculture, industry, and international trade and finance will be outlined. Alternative government policy options will be considered. The effects of roles played by government, population growth, income distribution, health care and education in the process of economic development will be discussed. The course will concentrate on the economic aspects of development.
The course investigates the fundamental differences between capitalist and socialist systems in political, cultural and economic terms. After classes on the theoretical differences between capitalism and socialism, specific examples will be drawn from the countries of the former Soviet Union and Eastern Europe which have either recently completed or are in various stages of transformation from communism and centrally planned economies to democracy and market capitalism. The ramifications of such revolutionary transformations are multiple and profound. They include the development of a market economy and the impact of private ownership, new patterns of foreign trade, foreign investment and foreign policy, the construction of civil society and democracy, the expansion of NATO and the EU, altered cultural patterns, national identities and gender relations, etc. Course lectures and discussions will move from a comparison of the two systems, to the major recent historic determinants, to the impact of economic changes in the last two decades on peoples and countries of Eastern Europe and the former Soviet Union. A central concept of the course is that these post 1989 or 1991 transformations have firm roots in the 20th century histories of the countries. The course will cover the time period since the beginnings of socialist governments in the region (1917 in Russia, and 1945 in Eastern Europe) and conclude with the transformation process presently under way. Please note that the course is cross-listed with the History and Economics Departments. In addition to the spring 2009 course, there is a non-mandatory follow-up study abroad summer term course in Prague, Czech Republic and Krakow, Poland. The study abroad course focuses on the EU, national identities versus globalization, contemporary political and economic developments, and transatlantic relations. The dates for this intensive 3-credit course are 2 through 18 May. It will be lead by Bob Donnorumo and will include daily instruction, field trips, and guest lecturers.

### ECON 26883
**ECON 1050**
**SOCIALISM VERSUS CAPITALISM**
**ARTSC**
**3 Credits**
**Hammond, Leslie Ann**
**TTh, 1:00:00 PM to 2:15:00 PM**
**CL 252**

This course will provide the student with a solid understanding of macroeconomic theory and ensure that the student can apply macroeconomic analysis to the study of economic problems. The course covers the development of modern macroeconomic theory, including classical, Keynesian, monetarist and new classical views of the macroeconomy. Key areas to be covered include theories of business cycles, employment, inflation, economic growth and macroeconomic policy. Particular attention will be given to the role of money in general and monetary policy in particular. Considerable emphasis will be placed on analysing the strengths and weaknesses of these models and understanding how they differ. Students are required to have successfully completed introductory microeconomics and macroeconomics courses before enrolling on this course. Knowledge of elementary calculus is required.

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<tr>
<th>ECON</th>
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<tbody>
<tr>
<td>ARTSC</td>
<td>3 Credits</td>
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<tr>
<td>Berkowitz, Daniel Michael</td>
<td>LAWRN 105</td>
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### ECON 10082
**INTERMEDIATE MICROECONOMICS**
**TTh, 11:00:00 AM to 12:15:00 PM**
**LAWRN 105**

Microeconomics is the study of how individual economic units (households, managers, firms) make their choices from the alternatives available to them; and how such choices interact in the market to determine prices and allocate resources. We attempt to understand economic activity and analyze the effects of policy by constructing what we think are reasonable representations of how these units behave when confronted with economic decisions. This course is an introduction to the basic notions of microeconomics. It will focus on developing (somewhat theoretical / mathematical) models to analyze economic decision-making and to apply them to real world situations. It will endow the students with the basic toolkit of a microeconomist and prepare them to take more advanced economics courses like Labor, Industrial Organization, International Trade and Public Finance.

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<td>ARTSC</td>
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<td>TBA</td>
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### ECON 11537
**INTERMEDIATE MICROECONOMICS**
**MW, 4:30:00 PM to 5:45:00 PM**
**LAWRN 105**

Microeconomics is the study of how individual economic units (households, managers, firms) make their choices from the alternatives available to them; and how such choices interact in the market to determine prices and allocate resources. We attempt to understand economic activity and analyze the effects of policy by constructing what we think are reasonable representations of how these units behave when confronted with economic decisions. This course is an introduction to the basic notions of microeconomics. It will focus on developing (somewhat theoretical / mathematical) models to analyze economic decision-making and to apply them to real world situations. It will endow the students with the basic toolkit of a microeconomist and prepare them to take more advanced economics courses like Labor, Industrial Organization, International Trade and Public Finance.

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<tr>
<td>Berkowitz, Daniel Michael</td>
<td>LAWRN 105</td>
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</table>

### ECON 19661
**INTERMEDIATE MICROECONOMICS**
**TTh, 9:30:00 AM to 10:45:00 AM**
**LAWRN 105**

Microeconomics is the study of how individual economic units (households, managers, firms) make their choices from the alternatives available to them; and how such choices interact in the market to determine prices and allocate resources. We attempt to understand economic activity and analyze the effects of policy by constructing what we think are reasonable representations of how these units behave when confronted with economic decisions. This course is an introduction to the basic notions of microeconomics. It will focus on developing (somewhat theoretical / mathematical) models to analyze economic decision-making and to apply them to real world situations. It will endow the students with the basic toolkit of a microeconomist and prepare them to take more advanced economics courses like Labor, Industrial Organization, International Trade and Public Finance.

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<tr>
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<td>3 Credits</td>
</tr>
<tr>
<td>Maloy, James Ronald</td>
<td>LAWRN 106</td>
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</tbody>
</table>

### ECON 20562
**INTERMEDIATE MACROECONOMICS**
**TTh, 11:00:00 AM to 12:15:00 PM**
**LAWRN 106**

This course will provide the student with a solid understanding of macroeconomic theory and ensure that the student can apply macroeconomic analysis to the study of economic problems. The course covers the development of modern macroeconomic theory, including classical, Keynesian, monetarist and new classical views of the macroeconomy. Key areas to be covered include theories of business cycles, employment, inflation, economic growth and macroeconomic policy. Particular attention will be given to the role of money in general and monetary policy in particular. Considerable emphasis will be placed on analysing the strengths and weaknesses of these models and understanding how they differ. Students are required to have successfully completed introductory microeconomics and macroeconomics courses before enrolling on this course. Knowledge of elementary calculus is required.

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<th>ECON</th>
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<tr>
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<td>Maloy, James Ronald</td>
<td>LAWRN 207</td>
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</table>

### ECON 23967
**INTERMEDIATE MACROECONOMICS**
**TTh, 9:30:00 AM to 10:45:00 AM**
**LAWRN 207**

This course will provide the student with a solid understanding of macroeconomic theory and ensure that the student can apply macroeconomic analysis to the study of economic problems. The course covers the development of modern macroeconomic theory, including classical, Keynesian, monetarist and new classical views of the macroeconomy. Key areas to be covered include theories of business cycles, employment, inflation, economic growth and macroeconomic policy. Particular attention will be given to the role of money in general and monetary policy in particular. Considerable emphasis will be placed on analysing the strengths and weaknesses of these models and understanding how they differ. Students are required to have successfully completed introductory microeconomics and macroeconomics courses before enrolling on this course. Knowledge of elementary calculus is required.
This course will provide the student with a solid understanding of macroeconomic theory and ensure that the student can apply macroeconomic analysis to the study of economic problems. The course covers the development of modern macroeconomic theory, including classical, Keynesian, monetarist and new classical views of the macroeconomy. Key areas to be covered include theories of business cycles, employment, inflation, economic growth and macroeconomic policy. Particular attention will be given to the role of money in general and monetary policy in particular. Considerable emphasis will be placed on analysing the strengths and weaknesses of these models and understanding how they differ. Students are required to have successfully completed introductory microeconomics and macroeconomics courses before enrolling on this course. Knowledge of elementary calculus is required.

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<th>Course Code</th>
<th>Course Title</th>
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<th>Instructor</th>
<th>Time</th>
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<tr>
<td>28416</td>
<td>INTERMEDIATE MACROECONOMICS</td>
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<td>Hur, Sewon</td>
<td>Th, 6:00:00 PM to 8:25:00 PM</td>
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<td>24718</td>
<td>LABOR ECONOMICS</td>
<td>3</td>
<td>Giheb, Rania</td>
<td>MW, 3:00:00 PM to 4:15:00 PM</td>
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<tr>
<td>25118</td>
<td>INTERMEDIATE INTERNATIONAL FINANCE</td>
<td>3</td>
<td>Husted, Steven L</td>
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<td>29602</td>
<td>LATIN AMERICA ECON DEVELOPMENT</td>
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<td>19933</td>
<td>PROSEMD METHODLGY OF ECONOMICS</td>
<td>3</td>
<td>Coen Pirani, Daniele</td>
<td>TTh, 9:30:00 AM to 10:45:00 AM</td>
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<td>10803</td>
<td>ADVANCED MACROECONOMIC THEORY</td>
<td>3</td>
<td>Hanley, Douglas B</td>
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<td>26493</td>
<td>TOPICS IN MACROECONOMICS</td>
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<td>Ripoll, Maria Patricia</td>
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<td>11962</td>
<td>SEMINAR IN MACROECONOMICS</td>
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<td>Coen Pirani, Daniele</td>
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<td>25467</td>
<td>GERMANY TODAY</td>
<td>3</td>
<td>Colin, Amy</td>
<td>MW, 4:30:00 PM to 5:45:00 PM</td>
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This is an advanced elective course on Labor Economics for undergraduate students. The purpose of the course is to apply the analytical tools from intermediate microeconomic theory to analyze how society develops, allocates and rewards human resources, and to study a wide range of labor-related issues, such as labor supply; household production and labor force participation; labor demand; minimum wages; labor market discrimination; compensating wage differentials; schooling and earnings; wage inequality, and immigration. Emphasis will also be given to the empirical evidence on those topics.

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.

Labor economics studies many of the most debated current economic policy issues. What’s the effect of raising the minimum wage on employment and incomes? What impact do immigrants have on U.S. workers? What are the roots of growing wage inequality? Is intergenerational income mobility in the U.S. declining? What are the causes and implications of the increase in women’s labor force participation in the last one hundred years? How is wage discrimination against racial minorities and women detected empirically? How do U.S. labor market institutions compare to those of continental Europe? The answer to these and other questions lies in careful empirical work informed by economic theory. This course has two objectives. The first is to introduce students to the substance of the debates surrounding the topics mentioned above. The second is to introduce them to the empirical methods employed by labor economists. In addition to studying a broad set of topics, each student will also have the chance to dig deeper in a specific research area of interest, chosen in agreement with the instructor.

There is a growing interest in applying dynamic-style macro models to investigate demographic issues. This class explores frontier research at the intersection of macroeconomics and demographics, particularly fertility and mortality. The macro literature on fertility examines micro-founded models of the demographic transition, as well as models that account for cross-sectional heterogeneity in family size within and across countries. As fertility choices are not made in isolation from other family-level decisions, these models also provide insights on investments in children’s human and health capital, and on the intergenerational persistence of income and wealth. The macro literature on mortality covers a wide range of issues including the evolution of health spending over time at the individual and aggregate levels; the determinants of differences in life expectancy across individuals and countries; the age-profile of the value of life; and the economic value of health interventions and medical R&D. Macro models are also useful to study the optimality of policies affecting population growth.

The seminar in macroeconomics provides graduate students with the opportunity to learn about current research in macroeconomics from a number of different speakers. The seminar features speakers from outside the department as well as speakers from within the department. Pitt graduate students engaged in research in the field of macroeconomics are especially encouraged to present their research in this seminar.

GERMANY TODAY gives students an insight into the development of German society within the European context from the postwar period to the present time. Through lectures, readings, film viewings, and group discussions, the course explores key concerns in contemporary German culture: 1. The struggle to come to terms with Germany’s Nazi past and the Holocaust. 2. FRG versus GDR in light of the clash between different democratic countries in Europe and the Soviet Union, along with its Satellite states. 3. The student movement in Europe, including Germany, versus the US. 4. The downfall of the GDR and other communist regimes in Europe. 5. German Reunification. 6. The role of women in contemporary society, in particular in German and EU politics. 7. GERMAN SOCCER®. Multiculturalism in contemporary German society. The course will give special attention to authors, including women authors from different ethnic and religious backgrounds writing in German today. Some of these writers were born in different European countries, including France, Italy, and the Netherlands; others come from Russia, Turkey, and different Arab as well as African states. The course will help students find appropriate options to visit Germany and/or to study in German-speaking countries. GER 1522 will be taught in English. The course fulfills the Foreign Culture (International/Regional) requirement. It also counts towards the Western European Studies certificate.
The Viking age, the period from 800 to 1050 A. D. Marks Scandinavia's transition from prehistoric to historic times. This course will reassess Viking activities as constructive as well as destructive. Raids, commerce and colonization are best illuminated by a blending of written and physical evidence. Through the sagas, secondary readings and an assessment of archaeological sources such topics as state formation, trade, technology, rise of cities, religion and the voyages to Greenland and America will be examined.

A survey of black history in the countries of Latin America, from the period of European conquest (c. 1500) to the present.

Over the last several centuries, Eurasia’s domination by successive nomadic steppe empires (stretching from Europe to China) was displaced by new imperial challengers from the periphery (notably Russia, China, and Britain). This course examines the nature of that transition by charting the history of Eurasian empires, beginning with the Mongols in the thirteenth century and proceeding through the present day. From Genghis Khan to Tamerlane to Stalin; between Russian spies, Chinese armies, and the Taliban; spanning silk roads, great games, and more. The empires of the steppe were truly vast in scale, integrating territories usually studied in isolation from one another, and so this course provides important context for separate courses on Russia, Eastern Europe, China, and the Middle East. The chronological scope of this course is similarly epic, spanning over seven centuries, and thus placing in relief recurring themes that have shaped the studies of Islam and the Middle East. Here, concepts such as orientalism, defensive development, and modernity will constitute our main focus.
This course provides students with basic information about a range of political systems outside the United States and teaches them to use that information to examine major theories about politics. The course is also designed to help students understand the government and the politics of the United States in comparative perspective and to develop some understanding of comparative methodology and the logic of comparison as a social science method. Depending on the interests, area of expertise, and inclinations of the particular instructor, some regions and topics might be emphasized more heavily than others.

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<tr>
<th>Course Code</th>
<th>Section</th>
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<th>Days</th>
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<th>Location</th>
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<tbody>
<tr>
<td>26478</td>
<td>PS 300</td>
<td>ARTSC</td>
<td>COMPARATIVE POLITICS</td>
<td>Perez-Linan, Anibal Sebastian</td>
<td>MW</td>
<td>2:00:00 PM to 2:50:00 PM</td>
<td>CL 232</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>17331</td>
<td>PS 500</td>
<td>ARTSC</td>
<td>WORLD POLITICS</td>
<td>Panayides, Daniela Donno</td>
<td>TTh</td>
<td>2:00:00 PM to 2:50:00 PM</td>
<td>CL 232</td>
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</tbody>
</table>

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<tr>
<td>26483</td>
<td>PS 500</td>
<td>ARTSC</td>
<td>WORLD POLITICS</td>
<td>Gochman, Charles S</td>
<td>MW</td>
<td>10:00:00 AM to 10:50:00 AM</td>
<td>WWP 1700</td>
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</tbody>
</table>

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<tr>
<td>28702</td>
<td>PS 1302</td>
<td>ARTSC</td>
<td>POLITICAL DEVELOPMENT</td>
<td>TBA</td>
<td>TTh</td>
<td>1:00:00 PM to 2:15:00 PM</td>
<td>CL 216</td>
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</tbody>
</table>

This course explores the historical origins of our contemporary forms of government. We will trace the emergence of the patrimonial state in agrarian societies, analyze the foundations of ancient monarchies and republics, and reconstruct the evolution of these traditional forms of rule into the modern principles of constitutionalism, the rule of law, and democratic representation. We will investigate the consequences of economic development, religious principles, and colonialism for the emergence of modern democracy.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Department</th>
<th>Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>28705</td>
<td>PS 1361</td>
<td>ARTSC</td>
<td>COMPARTV POLITCL PRTY SYSTEMS</td>
<td>TBA</td>
<td>TTh</td>
<td>9:30:00 AM to 10:45:00 AM</td>
<td>LAWRN 106</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Department</th>
<th>Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>26500</td>
<td>PS 1378</td>
<td>ARTSC</td>
<td>BLDG DEMOCRACY AROUND THE WRLD</td>
<td>Morgenstern, Scott</td>
<td>Th</td>
<td>6:00:00 PM to 6:30:00 PM</td>
<td>CL 342</td>
</tr>
</tbody>
</table>

Developing a new democracy is a process, with at least two main parts. First the country must move away from authoritarian rule. The first part of the course, therefore, will examine why (or why not) countries make that transition and how they do so. The second part of the course will then examine why some countries are more successful in their transition, based on an examination of civil society and the types of political institutions (such as political parties, the executive system, and the judiciary) that countries develop. What influences these choices and how do these choices affect success and stability of the new democracy? Has international aid been successful in helping countries develop democratic practices?

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Department</th>
<th>Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td>28723</td>
<td>PS 1511</td>
<td>ARTSC</td>
<td>AMERICAN FOREIGN POLICY</td>
<td>TBA</td>
<td>TTh</td>
<td>4:00:00 PM to 5:15:00 PM</td>
<td>CL 216</td>
</tr>
</tbody>
</table>

This course provides a historical survey of American foreign policy from the end of World War II until the present, an analysis of the decision making process led by the President of the United States, and a discussion of the impact of both the international political system and American domestic politics on this process.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Department</th>
<th>Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>26501</td>
<td>PS 1536</td>
<td>ARTSC</td>
<td>HUMAN SECURITY</td>
<td>TBA</td>
<td>TTh</td>
<td>2:30:00 PM to 3:45:00 PM</td>
<td>OEH 316</td>
</tr>
</tbody>
</table>

This course explores the politics of human security. Whereas national security focuses on the well-being of the state, human security focuses on the well-being of individuals. The course examines how things such as violence, political oppression, poverty, and ecological destruction threaten individual welfare and what the international community is (and is not) doing to address these matters.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Department</th>
<th>Title</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>16319</td>
<td>PS 1581</td>
<td>ARTSC</td>
<td>CAPSTONE SEM INT'L RELATIONS</td>
<td>Akin, Michael</td>
<td>Th</td>
<td>3:00:00 PM to 4:55:00 PM</td>
<td>WWP 4801</td>
</tr>
</tbody>
</table>

Why do financial crises occur so often? And what are their consequences? Combining insights from political science and economics, we will examine why our policymakers and our institutions often fail to make the economy crisis-proof. In addition, we will examine what the consequences of these crises are at the macro (country) and the micro (individual) levels. Finally, we will think of ways in which good reforms could be implemented.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>PS</th>
<th>PS 2301</th>
<th>THEORY &amp; CONCPTS COMP POLITICS</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>25093</td>
<td>ARTSC</td>
<td>3</td>
<td>Peters, B. Guy</td>
<td>12:00:00 PM to 12:00:00 PM</td>
<td>WWP 4801</td>
<td></td>
</tr>
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</table>

This seminar will cover the basic approaches and methods in the study of comparative politics. By the end of the course you will be familiar with some of the most prominent works in the field and will be able to bring new analytical tools into your design of comparative research. In the first part of the course we will address some of the most prominent theoretical perspectives in the field: historical sociology, the study of civil society, and different approaches to understand political institutions. This will not be an exhaustive theoretical exploration. Time limitations will prevent us from discussing some classical traditions (e.g., structural functionalism, modernization theory, Marxist interpretations) and some current trends that you will be able to cover in other courses (like the political economy approach). Most of the books selected for this section of the seminar are exemplars of research that have inspired later scholarly work in our field. I have made a conscious choice of selecting books over journal articles, since you will read a large number of articles in more specialized courses. The second part of the course will deal with methodological questions. How do we select cases for comparative research? How do we build analytical categories in order to make comparisons across societies? How should we structure a comparison in order to draw causal inferences? What is the relationship between small-N comparison and large-N statistical work? Since the 1970s, a significant literature in the field has addressed those questions, but over the last decade the methodological debate in comparative politics has grown enormously.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>PS</th>
<th>PS 2501</th>
<th>THEORY OF INTRNATNAL RELATION</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor</th>
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<tbody>
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<td>ARTSC</td>
<td>3</td>
<td>Gochman, Charles S</td>
<td>3:00:00 PM to 3:00:00 PM</td>
<td>WWP 4430</td>
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</tbody>
</table>

This course is a graduate-level introduction to the scholarly literature on international relations. The course has three objectives. One, to expose students to some of the more frequently cited literature on IR theory. Two, to help students think conceptually and analytically about world politics. Three, to encourage students to reflect on how one moves from conceptual ideas to empirical research. All other graduate-level courses on world politics offered by the Department of Political Science assume the student has completed this seminar.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>PS</th>
<th>PS 2502</th>
<th>INTERNATIONAL ORGANIZATION</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor</th>
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<tbody>
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<td>28716</td>
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<td>Panayides, Daniela Donno</td>
<td>10:00:00 AM to 10:55:00 AM</td>
<td>WWP 4430</td>
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</tbody>
</table>

This seminar introduces students to the seminal theoretical and empirical studies of international organization. We will compare and evaluate different theoretical perspectives on international organization, including rational choice, constructivism and principal-agent theory. Using these analytical frameworks, three elements of global governance will be explored: international organizations, international law and norms, and non-state actors. We will engage many of the central questions in international relations, including: Who controls international organizations (IOs)? What functions do IOs perform? Does international law matter? And why do states keep (or break) their international commitments?

<table>
<thead>
<tr>
<th>Course Code</th>
<th>RELGST</th>
<th>RELGST 455</th>
<th>INTRO TO ISLAMIC CIVILIZATION</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor</th>
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<tr>
<td>26979</td>
<td>ARTSC</td>
<td>3</td>
<td>Jouili, Jeanette Selma Lotte</td>
<td>9:30:00 AM to 10:45:00 AM</td>
<td>WWP 3415</td>
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</table>

This course aims to introduce students to Islamic and Middle Eastern History from the time of the Prophet (ca. 600 C.E.) to the Iranian Revolution in 1979. We will proceed chronologically, focusing mainly on political events. However, a special emphasis will be given to the formation of the Islamic tradition, its evolution across different regions and cultures in time, and its interaction with other traditions. In the modern era, we will particularly explore the Islamic societies’ political, cultural, and military encounter with the rising power of the West in the Middle East. In addition to the several historical processes and developments such as modernization, nation-building, Islamic fundamentalism and globalization, which have shaped the history of the Middle East in the last two centuries, our class discussions will also touch on the main theoretical perspectives that have stamped the studies of Islam and the Middle East. Here, concepts such as orientalism, defensive development, and modernity will constitute our main focus.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>SOC</th>
<th>SOC 5</th>
<th>SOCIETIES</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>11688</td>
<td>ARTSC</td>
<td>3</td>
<td>Epitropoulos, Mike F</td>
<td>1:00:00 PM to 1:50:00 PM</td>
<td>BENDM 157</td>
<td></td>
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</tbody>
</table>

This course examines complex social, economic, political, and cultural issues across societies around the world. In this course we discuss the American (US) Criminal Justice System, Drinking on US College Campuses, and Hip Hop music. We introduce fundamental, core sociological concepts in examining these three micro- areas of study. Beyond that we bridge the three thematic areas in subtle ways that weave our sociological analysis with depth and by introducing cross-cultural links. This globalization component is a powerful example of how connected our world is. The format utilizes lectures, recitations, and assignments.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>SOC</th>
<th>SOC 7</th>
<th>SOCIAL PROBLEMS</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>18574</td>
<td>ARTSC</td>
<td>3</td>
<td>Singh, Vijai P</td>
<td>11:00:00 AM to 12:15:00 PM</td>
<td>WWP 2200</td>
<td></td>
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</tbody>
</table>

The United States has been undergoing major social and economic transformations during the past several decades. These changes have had uneven impacts on individuals, groups, and communities. The major topics that will be covered in this course include the structure of the U.S. economy, linkages between the economic social and political systems, social and economic inequality, distribution of poverty its causes and impacts. These issues will be analyzed with respect to their origins and persistence. Alternative strategies for their amelioration will be explored. The role of government and other institutions will be examined in the solution of various social problems at the national and local levels. Students will be encouraged to participate in discussions and to express their views about the origins of social problems and their solutions.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>SOC</th>
<th>SOC 317</th>
<th>GLOBAL SOCIETY</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor</th>
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<tr>
<td>11958</td>
<td>ARTSC</td>
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<td>TBA</td>
<td>11:00:00 AM to 11:50:00 AM</td>
<td>WWP 2200</td>
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</table>

The aim of this course is to introduce students to the broad spectrum of histories and theories of global civilization. This includes examining processes of expansion and interconnections in social, economic, political, and cultural life across various societies. In this respect, today’s globalization is approached as a process with deep roots in the comparative history of civilizations, and not simply as a contemporary phenomenon. Parallels to contemporary processes of globalization can be seen in the spread of trade routes, world religions, common languages, habits, manners, fashions, lifestyles, ideas and ideologies. These have foundations in migrations, conquests, ancient world systems, discoveries, travels, and economic networks no less profound in the past than in the present.
**Global Studies Course List Fall 2016 (2171)**

### 17934

<table>
<thead>
<tr>
<th>SOC</th>
<th>SOC 352</th>
<th>SOCIAL MOVEMENTS</th>
</tr>
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<tbody>
<tr>
<td>ARTSC</td>
<td>3 Credits</td>
<td>T, 6:00:00 PM to 8:30:00 PM</td>
</tr>
</tbody>
</table>

Banerjee, Tarun D

At the heart of a course of social movements is an account of people struggling, sometimes for their lives or under fear of reprisals. People organize together seeking to bring about social change. But why? Why do people spend so much time or energy on something so much larger than themselves? How do people organize together to bring about their version of the world? Ultimately, what works? The answers to these questions are in many ways the answers to how a society 'works'. Much of what we take for granted today is the result of people organizing to bring to us their ideas for our world. Understanding how this happens tells us a lot about where we are today and where our society may expect to go moving forward. We will examine different movements in the United States and globally (including the Civil Rights, welfare rights, labor, and global justice movements), and will be attuned to movements unfurling in real time. Throughout, we will return to important questions: Why do people join movements? Why do they often fail? And how do they sometimes succeed?

### 25688

<table>
<thead>
<tr>
<th>SOC</th>
<th>ARTSC</th>
<th>WEALTH AND POWER</th>
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<tbody>
<tr>
<td>3 Credits</td>
<td>TBA</td>
<td>MW, 4:00:00 PM to 5:15:00 PM</td>
</tr>
</tbody>
</table>

In both the US and globally, and consider the notions of democracy and imperialism in the context of what we broadly call, 'globalization.' Can we have political equality in societies with high degrees of economic inequality? Are corporations too powerful? Whose side does government usually take – the 'little guy's' or the corporations'? Why? How is it possible that the richest nation in the world also has more poverty than any other 'democratic' country? We will explore these and many other topics from the macro- to the micro- levels of analysis.

### 17935

<table>
<thead>
<tr>
<th>SOC</th>
<th>SOC 434</th>
<th>POLITICAL SOCIOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTSC</td>
<td>3 Credits</td>
<td>Th, 6:00:00 PM to 8:30:00 PM</td>
</tr>
</tbody>
</table>

Political Sociology is centrally concerned with the nature and role of the state, and politics, in general. This includes a focus on the social basis of power and the political phenomena and consequences thereof. This course will provide a systematic overview of political sociology, including: the origins and development of the state, the nature and sources of power in our contemporary world, the relationships between class and state, class conflict and class politics, race and gender politics, the mechanisms of political control and domination, political organization, the politics of social movements, the nature and dynamics of nationalism and ethnic conflict, and a wide range of other topics related to politics and society. In this regard, we will approach the topic through political economy lenses, respecting comparative and historical dimensions down through the present day.

### 12622

<table>
<thead>
<tr>
<th>CBA-DEAN</th>
<th>BUSECN 1508</th>
<th>INT'L ECON FOR MANAGR</th>
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<tbody>
<tr>
<td>3 Credits</td>
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TBA

### 20746

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<th>INTERNATIONAL FINANCE</th>
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<tr>
<td>3 Credits</td>
<td>Gleason, Kimberly</td>
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### 18022

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<tbody>
<tr>
<td>3 Credits</td>
<td>Florkowski, Gary W</td>
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### 12584

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<tr>
<td>3 Credits</td>
<td>Whang, Yun-Oh</td>
<td>W, 6:30:00 PM to 9:00:00 PM</td>
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### 12643

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<tr>
<td>3 Credits</td>
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### 25073

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<tbody>
<tr>
<td>3 Credits</td>
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<td>TTh, 11:00:00 AM to 12:15:00 PM</td>
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### 24831

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<th>PURCHASING &amp; SUPPLY MANAGEMENT</th>
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<td>3 Credits</td>
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TBA

### 12552

<table>
<thead>
<tr>
<th>CBA-DEAN</th>
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<th>MANAGING IN COMPLEX ENVIRONMENTS</th>
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</thead>
<tbody>
<tr>
<td>3 Credits</td>
<td>Collins, Kevin James; Fogarty, Neil</td>
<td>T, 6:30:00 PM to 9:00:00 PM</td>
</tr>
</tbody>
</table>

Introduces students to the challenge of managing in complex contemporary environments. The course is team-taught, reflective of the breadth of issues that underlies the business curriculum. The team-based and experientially focused emphasis is designed to promote student awareness of real-world business developments and develop practical skills as well as fundamental knowledge and abilities. The intellectual core of the course will emphasize a holistic and strategic inquiry of the driving forces of competitive markets, the importance of history, the complexity of resource allocation under uncertainty, and the need to develop firm-specific capabilities that are flexible and responsive to changing situations. Attention will also be paid to the construction of criteria for firm success that reflect the complex interactions of ethical, societal, legal, and economic demands. Considerable time will be devoted to the study and analysis of companies.

### 12602

<table>
<thead>
<tr>
<th>CBA-DEAN</th>
<th>BUSSPP 20</th>
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<tbody>
<tr>
<td>3 Credits</td>
<td>Collins, Kevin James; Fogarty, Neil</td>
<td>TTh, 5:00:00 PM to 7:15:00 PM</td>
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</tbody>
</table>

Introduces students to the challenge of managing in complex contemporary environments. The course is team-taught, reflective of the breadth of issues that underlies the business curriculum. The team-based and experientially focused emphasis is designed to promote student awareness of real-world business developments and develop practical skills as well as fundamental knowledge and abilities. The intellectual core of the course will emphasize a holistic and strategic inquiry of the driving forces of competitive markets, the importance of history, the complexity of resource allocation under uncertainty, and the need to develop firm-specific capabilities that are flexible and responsive to changing situations. Attention will also be paid to the construction of criteria for firm success that reflect the complex interactions of ethical, societal, legal, and economic demands. Considerable time will be devoted to the study and analysis of companies.
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<thead>
<tr>
<th>Course Code</th>
<th>Department</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
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<tbody>
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<td>CBA</td>
<td>CBA-DEAN</td>
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<td>12:00:00 AM to 12:00:00 AM</td>
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<td>24808</td>
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<tr>
<td>20704</td>
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<td>19604</td>
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<td>28819</td>
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<td>PIA 2310 STATES BETWEEN MARKETS</td>
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<td>TBA</td>
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<td>13824</td>
<td>PIA</td>
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<td>13825</td>
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<td>PIA 2397 INT'L ECONOMIC NEGOTIATIONS</td>
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<td>13820</td>
<td>PIA</td>
<td>PIA 2501 DEVELOP POLICY &amp; ADMINISTRATION</td>
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<td>24073</td>
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<td>PIA 2507 HUMAN RIGHTS: POLITICS &amp; PRACT</td>
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<td>18172</td>
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<td>PIA 2604 GEOPOLITICS OF SOUTH ASIA</td>
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<td>PIA 27329</td>
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<td>DVLP ASSIST POLICY THEORY PIA</td>
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<td>Hamilton, Alastair McNeish</td>
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<td>BECN 2019</td>
<td>ECONOMICS FOR INTERNATNL BUS</td>
<td>3</td>
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<td>BUSBIS 1635</td>
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<td>CBA-DEAN</td>
<td>BUSENV 1795</td>
<td>3</td>
<td>BUSINESS AND POLITICS</td>
<td>TBA, 12:00:00 AM to 12:00:00 AM</td>
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3. Changing Identities in a Global World

29337  | AFRCNA  | AFRCNA 385 | CARIBBEAN HISTORY  | W, 6:00:00 PM to 8:30:00 PM | WWPH 4165
| ARTSC   | 3 Credits | Germain, Felix Fernand |

This course will examine the historical roots of contemporary Caribbean society. Major historical developments from the period of the subjugation of the indigenous populations through the era of slavery and the plantation system to the rise of modern nationalism and the impact of U.S. intervention will be examined, as well related socio-economic systems and institutions. The pan-regional approach which recognizes shared identity and experiences not only within the Caribbean but also with Africa and the American south will be preferred, although illustrative studies of some individual countries will be undertaken.

28643  | AFRCNA  | AFRCNA 628 | AFRO-LATIN AMERICA  | TTh, 11:00:00 AM to 12:15:00 PM | CL 151
| ARTSC   | 3 Credits | Reid, Michele B |

A survey of black history in the countries of Latin America, from the period of European conquest (c. 1500) to the present.

25104  | AFRCNA  | AFRCNA 629 | AFRO-AMERICAN HISTORY 1 | MW, 3:00:00 PM to 4:15:00 PM | LAWRN 105
| ARTSC   | 3 Credits | TBA |

This is a general survey of the black experience form Africa to the Civil War. Topics include the following: West African society and culture before the Atlantic Slave Trade; Afro-American culture in the New World; the black family under slavery; rural and urban slavery; free blacks in the North and South; the anti-slavery movement. A typed paper, 2-5 pages in length will be due each week, summarizing the week’s assigned readings. Papers with problems of grammar or style must be revised and resubmitted. All papers must be typed. There will be a mid-term and final exam. The weekly essays, the mid-term and final exams, and class attendance each count one-fourth of the course grade.

29500  | AFRCNA  | AFRCNA 1083 | SPEC TOPICS AFRICANA STUDIES | TTh, 2:00:00 PM to 3:15:00 PM | CL 116
| ARTSC   | 3 Credits | Reid, Michele B |

This course examines the development of Caribbean national and transnational identities in the 20th and early 21st centuries. Examples ranging from salsa music in Cuba, to the dish of Mofongo in Puerto Rico, to soccer in Jamaica, to nationalist narratives by Trinidadian C.L.R. James and migration literature by Haitian Edwidge Danticat, exemplify how race relations, politics and culture have informed expressions of identity within and beyond the Caribbean region. This course will begin with theoretical readings on Caribbean identity, then we will explore comparative examples from the region and from Caribbean diasporic communities.

28609  | AFRCNA  | AFRCNA 1201 | GLOBAL DIASPORAS | MW, 10:00:00 AM to 11:15:00 AM | WWPH 4165
| ARTSC   | 3 Credits | Covington-Ward, Yolanda |

What do Akon and Rihanna have in common? They are both part of recent diasporas from Africa and the Caribbean. This course focuses on the issues and experiences of people of African descent in contemporary (20th and 21st centuries) migratory diasporas from both African and the Caribbean. The course draws on extensive literature on migration, transnationalism, racial and ethnic identity formation, health, and other topics to illuminate the causes for migration and the experiences that migrants have in different host countries. What experiences do migrants from Africa and the Caribbean share? How do their experiences differ? How do migrants define themselves in new host countries? How do they stay connected to their homelands?

28608  | AFRCNA  | AFRCNA 1240 | AFRICAN LITERATURE AND SOCIETY | TTh, 1:00:00 PM to 2:15:00 PM | WWPH 4165
| ARTSC   | 3 Credits | Temple, Christel Nanette |

The advent of independence for the vast majority of African states dating back to the 1950s sparked a lot of discourses ranging from those that dealt with political ideology, cultural relocation and/or dislocation, tradition versus so-called ‘modernity,’ to others that focused on the literary functions and roles in the emergent context. This course focuses on African Literature and society and examines the inextricable linkage between the subject matter and the multifarious issues writers, mainly novelists and polemicists, address in their writings. As a subject matter, the course conceivably spans several epochs in the history of the continent. During this semester, however, we shall focus on post-independent Africa and discuss how African writers along the lines mentioned above have sought to participate and influence discourse on the complex and challenging dialogue on the imperatives of development, the locus of culture in post-independent Africa, and visions of desirable societies in Africa. We examine writers from various geographical regions in the continent and determine the extent to which the issues they address seek to raise and answer questions surrounding the African development problematic.

25313  | ANTH    | ANTH 768 | HUMAN SEXUALITY IN CROS CULTUR | MW, 2:00:00 PM to 2:50:00 PM | WWPH 1700
| ARTSC   | 3 Credits | Yearwood, Gabby Matthew Harlan |

This course will explore the expression of human sexuality across a diversity of cultural and social settings. It will include discussions of how human groups manage sexuality and human reproduction; theories concerning the development of different marriage, family and household systems as they relate to human sexuality; differences in values and expectations related to sexuality in different cultures; the development of sexual expression across the life span in different cultures; and approaches to understanding heterosexual and homosexual relationships and sexual violence.

10164  | ANTH    | ANTH 780 | INTRO TO CULTURAL ANTHROPOLOGY | MW, 11:00:00 AM to 11:50:00 AM | LAWRN 120
| ARTSC   | 3 Credits | Baiocchi, Maria Lis; Kojanic, Ognjen; Priyadarshini, Aanmona |

This course is designed to introduce students to cultural anthropological methods and concepts that are useful for gaining a better understanding of human diversity. We will examine such topics as family systems, economic and political change, religion and ritual in order to encourage students to question commonly held assumptions about what is "normal" and "natural" in human experience. Films, videos and slide presentations will supplement texts and lectures. Evaluation of the recitation sections will be determined by the recitation instructor. Attendance, class participation, projects and short quizzes will form the basis of the recitation grade.
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Gender is a key structuring principle of difference and inequality in society, while globalization is a condition characterized by time-space compression and ever-expanding connections across national boundaries. Globalization emerged out of such (and often violent) practices of contact as capitalism, colonialism, socialism, the Cold War, and neoliberalism. This course will explore the intersection of gender and globalization asking how gender shapes processes of globalization and how the role of gender is shifting as national/cultural regulatory systems are no longer able to maintain control over what is recognized as ‘normative’ in the context of gender roles and gendered practices. Adopting an interdisciplinary approach, this course will draw on a range of materials including scholarly texts, fiction, and film to examine various facets of the interface between gender and globalization in such contexts as labor migration, gendered labor in transnational factories, maritime trade, and the high-tech industries, marriage and family, sex and colonialism, sex work and state violence, new reproductive technologies, as well as queer identities and activism. The particular historical contexts in which we will discuss these themes include colonialism, the Cold War Era, post-socialism, and neoliberalism.

This course aims to introduce students to twentieth century Japanese history, contemporary culture and social institutions. It will give students a range of different exposures—using scholarly books, essays, fiction and film—to look at various conditions and aspects of Japanese culture and everyday life: imperialism, World War II, high economic growth, middle class society, gender relations, education, youth crime, and mass culture. The special focus of this class (which we will spend two weeks on) is Japanese mass culture that is increasingly being exported around the world. We will consider the postwar history of Japanese mass culture and the conditions of and reasons for its growing popularity abroad. We will examine what audiences are most receptive to it, which genres translate better than others, and what changes are made in the process of translation.

Since its publication in 1812, the Grimm Brothers’ Children’s and Household Tales found a readership that spanned countries, languages, and generations. Its universal appeal can be traced to its origins: it reflects not only the influence of early 19th Century Germany, but also oral folklore traditions that go back thousands of years and range from as far away as Iceland, the Middle-East, and India. This course introduces students to a wide selection of these and other folktale stories from the Indo-European tradition as well as to numerous perspectives for understanding these folktales. We will examine the aesthetic, social, historical, and psychological values that these tales reflect, and will also discuss significant theoretical and methodological paradigms within folklore studies, including structural, socio-historical, psychoanalytic, and feminist perspectives. Finally, we will discuss the continuing influence of this folk tradition on popular and elite culture of our time. Two mid-terms and a final exam will contribute respectively 25%, 25%, and 35% to the final grade. Participation in recitation are mandatory and constitutes 15% of the final grade. THIS IS A CGS WEB COURSE WITH WEB BASED INSTRUCTION AND WEEKLY WEB INTERACTION IS REQUIRED. STUDENTS MUST HAVE INTERNET ACCESS TO TAKE THIS COURSE.
This course explores the transnational connections amongst different literatures, regions, and languages of the Americas, which came to be understood collectively with the 15th century European voyages as the "New World". We will raise such questions as: How does literature play a role in constructing people's visions of the world? What constitutes a literary tradition? In what traditions do the texts we read participate? How do those traditions overlap and differ? We will address these questions by reading several texts from the "New World," situating the texts with respect to one another, as well as to texts from the "Old World."

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This course examines the question of sexuality through the twofold lens of modern racial and class discourses. Our readings will focus on a series of novels by African American women writers, in addition to pertinent critical and theoretical texts. Readings will include novels by Nella Larsen ("Quicksand"), Ann Petry ("The Street"), Toni Morrison ("Sula"), and Gayle Jones ("Corregidora" and "Ev'a's Man"). Critical and theoretical readings will include essays by Michel Foucault, Anne DuCille, Hortense Spillers, Hazel Carby, Paula Giddings, Angela Davis, Michele Wallace, Patricia Hill Collins, Deborah King, and June Jordan.

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

Through readings of a relatively wide range of English-language texts from Africa, the Americas and Europe - including works translated into English - spanning the period of the twentieth-century from roughly World War I to the present, this course will elaborate and explore the problems of fragmentation, temporality and formal sensibility commonly associated with modernism.

Global Studies Course List Fall 2016 (2171)
From kissing to romantic escapades, from Paris to the Riviera, from Tahiti to Marrakesh, France and the Francophone world have a highly recognizable profile in matters of sex and love. Sexual behavior is always culturally inflected, and it evolves through time in its creation of emotions, attachments, families and institutions. In this class, we will adopt a historical lens to retrace the cultural transformations of sex and love in the French cultural and social landscape. We will study contemporary visual and textual materials, and a variety of historical documents from the Middle Ages to the present day. We will address controversial issues such as virginity, adultery, same-sex relationships, women’s sexual agency, gender definitions through sexuality, the shifting boundaries of pornography and other related matters. This is a first-year course and is open both to incoming and more advanced students. It will count toward the French major and minor.  TAUGHT IN ENGLISH

19634
FR-ITAL
ARTSC
3 Credits
THE FRENCH ATLANTIC
Walsh, John P
MWF, 11:00:00 AM to 11:50:00 AM
IS 404

This course is a study of the history of French colonization of the ‘New World’ of the Americas from the sixteenth to nineteenth centuries, just after the second French abolition of slavery in 1848. By adopting an ‘Atlantic’ approach, we will examine Europe, Africa and the Americas as interconnected regions. As a way to organize our study, the course is divided in several themes, more or less chronologically: Voyages et Rencontres; les FranÇais en Amérique du Nord: la Traite des Noirs; les LumiÈres et le Nouveau Monde; et RÅ©volution Â Saint-Domingue. Although each theme treats a different region, our approach will allow us to follow the writings of explorers, philosophers, administrators, generals, merchants, and former slaves around the Atlantic, from the west coasts of France and Africa, to the eastern United States, and south to the Caribbean and South American mainland. The course will be conducted in French.

28616
FR-ITAL
ARTSC
3 Credits
WOMEN’S VOICES IN FRENCH LIT
Kosinski, Renate Elisabeth
TTh, 9:30:00 AM to 10:45:00 AM
CL A202
LANG

In this course we will explore how women writers from the twelfth to the twentieth centuries construct authoritative voices for themselves; how they see their place in society and deal with the conflicts between the learned sphere and married life; and how, through their own writings, they both integrate themselves into existing traditions and create new ones. Texts include the Lais of the medieval writer Marie de France; works by Christine de Pizan and several Renaissance poets (including Louise LabÉd;): episioty novels of the 18th century as well as works by Colette and the modern African writer Mariama BÄg. We will also explore the role of French women artists in one or two films. Prerequisite: French 0021. This course will be taught in French.

28617
FR-ITAL
ARTSC
3 Credits
SPECIAL TOPICS: CARIBBEAN LIT AND THE ENVIRONMENT
Walsh, John P
MWF, 12:00:00 PM to 12:50:00 PM
CL 236

This course explores representations of the environment in francophone Caribbean literature. Reading a selection of novels, short stories, and poetry, we will examine how literature depicts the complexity of natural forces, and the connections it makes between ecological diversity and forms of cultural identity. Given the legacies of slavery and colonialism, how can we understand the imbrication of natural and cultural phenomena? Moreover, how is political life implicated in this (literary) ecosystem? The course will focus on fiction in a number of genres, from the mid-20th century to the present day. Selected secondary readings will help to make sense of the ecological awareness of literature, or its representation of the complex relationship between life and place, nature and culture.

10111
GERMANIC
GER 1502
ART SC
3 Credits
INDO-EUROPEAN FOLKTALES
TBA
MW, 1:00:00 PM to 1:50:00 PM
CL G24

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

29546
HA-A
ARTS
3 Credits
ART AND EMPIRE
Weaver, Carrie L
TTh, 4:00:00 PM to 5:15:00 PM
FKART 125

This course is an introductory survey of the art and architecture of historic imperial powers. Rather than viewing the phenomenon of empire as it is reconstructed from texts, this survey will emphasize the comparative perspectives of these empires as they are known from visual evidence. The course will examine the imagery, artifacts, monument types and architectural sites that were made to advertise the success and promote the continuity of the regime beyond the lifetime of its founder, the use of regional themes to establish continuity with the historical past, and the cultural impact of empires. Two mid-terms and a final exam will contribute respectively 25%, 25%, and 35% to the final grade. Participation and writing projects in recitation are mandatory and constitute 15% of the final grade.

24107
HA-A
ARTS
3 Credits
RELIGIONS OF ANCIENT EGYPT
Denova, Rebecca I
TTh, 9:30:00 AM to 10:45:00 AM
CL 342

This course will introduce students to ancient Egyptian religious thought and practice with its massive temples, multitude of gods and goddesses and fascinating funerary rites. We will explore the mythic cycle of Creation and the Osiris cycle of betrayal, revenge, death and rebirth, as well as the place of myriad local and minor deities within Egyptian mythology. We will also consider the dynamics of the “monotheistic” revolution of Akhenaton. In the historical and cultural context of ancient Egypt, students will encounter the interaction of sacred and secular, and the relationship between state cults and private worship by nobles and commoners alike. A special feature of the course includes group projects to design educational materials for the ‘Egyptian Exhibit’ for the Carnegie Museum. To that end, the course will include a session at the Carnegie Museum of Natural History.
This class serves as an introduction to Buddhism from its origins through the seventh century CE as it moved along the Silk Road, the ancient Eurasian trading network that is considered one of the earliest and most important super highways of trade and culture. Concomitantly, it serves as an introduction to the Silk Road as the scenario for contact and exchange. The emphasis is on religious praxis, the actors and places that transformed Buddhism and were transformed by it. We will examine archaeological remains and art and discuss how they complement or sometimes contradict textually-based historical narratives. Through the examination of four case-studies we will discuss questions related to religious interaction as embodied in material culture in context.

This course will introduce students to the study of American texts produced in the vast territories discovered in 1492 and colonized by the Spanish, Portuguese, and English. We will begin by examining pre-Hispanic and colonial artifacts and texts that challenge hegemonic European knowledge with the emergence of non-Western epistemologies (Mesoamerican codices, Navajo dry paintings, first nations sacred books, and colonial writings). In a second approach students will engage in the study of contemporary American narratives that will connect indigenous textualities to current issues of human rights, national identity, debates about sexuality, campaigns around violence, ideology, sovereignty, and the performance of culture as a site of resistance. Among the authors that will be examined are: Rigoberta Menchú, Fausto Reinaga, Domitila Barrios, Eva Morales Aima, Julieta Paredes, and Leslie Marmon Silko.

History, Language and Violence within Caribbean Literatures. An examination of Contemporary Caribbean Literature (1950-2010) will lead us to discern the importance of several aesthetic languages within a historical frame of violence. Secondary topics will be human rights, patriarchy, immigration and race. Some of the authors to be considered will be Jacques Stephan Alexis, Luis PalAös Matos, Aimio CÁesaire, Luis Rafael SÁnchez, Ana LydiaVega, Edgardo Rodríguez Juárez, Eduardo Lalo, NicolÁEs GuilleC, Alejo Carpentier, and others.

Social change is the significant alteration of social structure and cultural patterns through time. In this course, students will learn and apply theories of social change. A special emphasis will be placed on social movements as basic avenues by which social change takes place in societies throughout the world. Students will enter into a dialogue with activists of various political persuasions who seek to uproot social systems and build a better world.

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

The Viking age, the period from 800 to 1050 A. D. Marks Scandinavia’s transition from prehistoric to historic times. This course will reassess Viking activities as constructive as well as destructive. Raids, commerce and colonization are best illuminated by a blending of written and physical evidence. Through the sagas, secondary readings and an assessment of archaeological sources such topics as state formation, trade, technology, rise of cities, religion and the voyages to Greenland and America will be examined.

This course examines the social, economic, and political development of Latin America during the period of Spanish and Portuguese rule (c. 1500-c. 1825). It focuses on several recurring themes: how Africans, Europeans, and indigenous peoples came together to create multiracial societies, the role of religion in colonial life, the development of the colonial economies, which groups and individuals did what kinds of work, and how the fruits of that work were distributed; the colonies’ relationship to the rest of the Atlantic world.

This course will examine the historical roots of contemporary Caribbean society. Major historical developments from the period of the subjugation of the indigenous populations through the era of slavery and the plantation system to the rise of modern nationalism and the impact of U.S. intervention will be examined, as well related socio-economic systems and institutions. The pan-regional approach which recognizes shared identity and experiences not only within the Caribbean but also with Africa and the American south will be preferred, although illustrative studies of some individual countries will be undertaken.

This is a general survey of the black experience form Africa to the Civil War. Topics include the following: West African society and culture before the Atlantic Slave Trade; Afro-American culture in the New World; the black family under slavery; rural and urban slavery; free blacks in the North and South; the anti-slavery movement. A typed paper, 2-5 pages in length will be due each week, summarizing the week’s assigned readings. Papers with problems of grammar or style must be revised and resubmitted. All papers must be typed. There will be a mid-term and final exam. The weekly essays, the mid-term and final exams, and class attendance each count one-fourth of the course grade.
Global Studies Course List Fall 2016 (2171)

29023  
HIST ARTSC  
3 Credits  
WITCHES TO WALDEN POND  
TBA  
TTh, 11:00:00 AM to 12:15:00 PM  
BENDM G37

Witches to Walden Pond: Why did the prosecution of witches become a priority for the Puritan rulers of New England? What religious ideals convinced Henry David Thoreau to lead a life ‘off the grid’ in Walden Pond? How did non-Protestant immigrants make their way in the new nation? And how did religious rhetoric undergird the debates over slavery that led to the civil war? These are some of the questions that we will explore in this course, which traces the religious history of the United States from the era of colonization to through the Civil War.

26980  
HIST ARTSC  
3 Credits  
INTRO TO ISLAMIC CIVILIZATION  
Jouili, Jeanette Selma Lotte  
TTh, 9:30:00 AM to 10:45:00 AM  
WWPH 3415

This course aims to introduce students to Islamic and Middle Eastern History from the time of the Prophet (ca. 600 C.E.) to the Iranian Revolution in 1979. We will proceed chronologically, focusing mainly on political events. However, a special emphasis will be given to the formation of the Islamic tradition, its evolution across different regions and cultures in time, and its interaction with other traditions. In the modern era, we will particularly explore the Islamic societies’ political, cultural, and military encounter with the rising power of the West in the Middle East. In addition to the several historical processes and developments such as modernization, nation-building, Islamic fundamentalism and globalization, which have shaped the history of the Middle East in the last two centuries, our class discussions will also touch on the main theoretical perspectives that have stamped the studies of Islam and the Middle East. Here, concepts such as orientalism, defensive development, and modernity will constitute our main focus.

19750  
HIST ARTSC  
3 Credits  
CAPSTONE SEMINAR  
Tsoukas, Liann E  
Th, 9:30:00 AM to 11:55:00 AM  
WWPH 3701

How integration works, or does not work in America. In 1954 the Brown v. Board Ed case struck down the legal precedent of ‘separate but equal’ and ushered in a new era of integration. While some may consider desegregation and integration to be synonymous, this seminar will probe the nuances and recognize the differences between legal and social processes. It will examine the history of American integration in three arenas; sport, education, and housing, and we will consider the cultural transformation necessary to truly ‘integrate.’ Have we, as a nation, integrated, or has much of that integration been illusory, shaped by misleading evidence provided by the world of entertainment and popular culture? Is access to the public domain requisite upon acceptance and appropriation of white values? Has American integration rested on the assumption that it works by bringing a minority into the majority culture, or does it acknowledge that true integration requires a reconsideration of the dominant culture? In this capstone seminar, we will engage a variety of primary and secondary sources and conclude with the writing and revising of a 20 page research essay.

24049  
HIST ARTSC  
3 Credits  
NATIONALISM  
Wezel, Katja  
TTh, 11:00:00 AM to 12:15:00 PM  
WWPH 3415

This course examines theories of nationalism and ethnicity. The course provides an overview of the history of nationalism and the nation-state in Europe. Particular emphasis is also placed on national and regional identities in Europe, comparing the development of nationalism in western countries such as France or Germany with the new wave of nationalism as well as ethnic politics and ethnic conflicts in East and Central Europe after the end of the Soviet Empire.

26539  
HIST ARTSC  
3 Credits  
HISTORY OF DANCE  
Winerock, Emily Frances  
TTh, 11:00:00 AM to 12:15:00 PM  
CL 230

Does dancing have a history? This course investigates the most popular and controversial dances from the 16th-20th centuries, from the volta to the waltz to the tango to the grind. We will explore how a dance's initial reception and subsequent development reveal assumptions about class, race, gender, youth culture, sexuality, and the body. The course will focus on social dancing in Europe and North America, but we will also discuss parallel developments in theatrical dance and the significant influence of African dance traditions on western dance. Assignments will include video clips as well as readings. Concurrent registration in the practicum (HIST 1056) is strongly encouraged but not required.

28920  
HIST ARTSC  
3 Credits  
BUDDHIST CIVILZ ALONG SILK ROAD  
TBA  
TTh, 4:00:00 PM to 5:15:00 PM  
CL 221

This course serves as an introduction to Buddhism from its origins through the seventh century CE as it moved along the Silk Road, the ancient Eurasian trading network that is considered one of the earliest and most important super highways of trade and culture. Concomitantly, it serves as an introduction to the Silk Road as the scenario for contact and exchange. The emphasis is on religious praxis, the actors and places that transformed Buddhism and were transformed by it. We will examine archaeological remains and arts and discuss how they complement or sometimes contradict textually-based historical narratives. Through the examination of four case-studies we will discuss questions related to religious interaction as embodied in material culture in context.

28580  
HIST ARTSC  
3 Credits  
HYMNS & HIPHOP  
TBA  
TTh, 1:00:00 PM to 2:15:00 PM  
CL 352

From its inception, the Islamic tradition has played a heavy emphasis on the word and on listening to the word, and has developed a rich and ambiguous relation to aurality. This course investigates this relationship in an interdisciplinary approach, combining theological, historical, anthropological and theoretical literature. In the early weeks of the course we discuss different approaches to the question of the senses in general and the auditory sense in particular, from classical philosophy to the (recent) re-discovery of the auditory sense by anthropologists. We also consider the relationship between listening and power, especially in regard to modern secular sensibilities. The course then examines the changing conceptions of listening in Islamic contexts from classical times to the contemporary. We particularly look at how (Islamic) ethics of listening have been reconfigured through the introduction of modern media technologies, as well as through processes of commodification and influences of popular culture. In this context, we further explore the quick proliferation of modernized popular Islamic music genres throughout Muslim communities worldwide. Finally, we look at specific empirical studies from different regional settings that elucidate how Islamic soundscapes and forms of listening have come to be progressively addressed and refashioned by secular liberal governance, a process that has been exacerbated in the political context of the ongoing "War on Terror." In addition to the wide range of literature employed, the course makes use of various audio-visual materials.
28656  LING  LING 1235  LANGUAGE, GENDER AND SOCIETY  CL 302
ARTSC  3 Credits  TBA  TTh, 1:00:00 PM to 2:15:00 PM

As a field of research, language and gender studies is interdisciplinary and relatively new. These studies seem to discover the nature of gender-related differences in language and their causes and effects. Gender here refers to social categories based on sex but encompassing behavior, roles and images that, although not biologically determined, are regarded by a society as appropriate to its male or female members. What is seen as appropriate to each gender thus differs in different societies and eras. Explanations for gender thus differ in different societies and eras. Explanations for almost all observed male/female language differences are to be found less in the biological constitution of the human body and more in the social and psychological formation of the human subject. These are the issues we will be concerned with in this course. Women's language use in systematic ways different from that of men? If it is different, how is it different? Why is it different, what sorts of explanations are there? And maybe most important, does a difference of language use matter? Requirements: Assigned readings. Weekly journals. Midterm exam. Final exam. Presentation of research proposal and written research report. Fulfills General Education requirement.

26594  LING  LING 1267  ASPECTS OF SOCIOLINGUISTICS  CL 235
ARTSC  3 Credits  TBA  TTh, 2:30:00 PM to 3:45:00 PM

This course explores the social basis of language, and the linguistic basis of social life. We will investigate how and why different social groups speak different languages and dialects, how people manage to carry on fluent competent conversations, and how speakers convey social relationships through the way they speak.

10396  MUSIC  MUSIC 311  INTRODUCTION TO WORLD MUSIC  FKART 125
ARTSC  3 Credits  TBA  MW, 3:00:00 PM to 3:50:00 PM

Focusing on a variety of musical traditions throughout the world, this course addresses factors that have influenced historical and contemporary musical performance practices. Special attention is placed on how political, economic, social, and religious factors influence musical aesthetics and notions of identity among performers and audiences. Positioning music within a broader context of postcolonial, technological, and transnational development, this course analyzes the ever-changing relationship between traditional and modern socio-musical approaches toward performance techniques, musical transmission, and intercultural exchange.

19926  MUSIC  MUSIC 311  INTRODUCTION TO WORLD MUSIC  FKART 125
ARTSC  3 Credits  TBA  MW, 4:00:00 PM to 4:50:00 PM

Focusing on a variety of musical traditions throughout the world, this course addresses factors that have influenced historical and contemporary musical performance practices. Special attention is placed on how political, economic, social, and religious factors influence musical aesthetics and notions of identity among performers and audiences. Positioning music within a broader context of postcolonial, technological, and transnational development, this course analyzes the ever-changing relationship between traditional and modern socio-musical approaches toward performance techniques, musical transmission, and intercultural exchange.

10424  MUSIC  MUSIC 1326  AFRICAN-AMERICAN MUSIC IN U.S.  MUSIC 132
ARTSC  3 Credits  TBA  T, 3:00:00 PM to 5:25:00 PM

This course examines the historical, social, and cultural background of music in African American cultural background of music in African American culture with particular reference to the social context, musical instruments and ensemble practice, stylist elements, music in the Black church, popular music and jazz. Videos and audio recordings are used to support the lectures.

17641  MUSIC  MUSIC 2046  AFRICAN-AMERICAN MUSIC IN U.S.  MUSIC 132
ARTSC  3 Credits  TBA  T, 3:00:00 PM to 5:25:00 PM

This course examines the historical, social, and cultural background of music in Africa with particular reference to the social context, musical instruments and ensemble practice, stylist elements of traditional music, music in Islamic culture, music in the Church, neo-African art music, and popular music. Videos and audio recordings will be used to illustrate lectures.

24050  PS  PS 1504  NATIONALISM  WWP 3415
ARTSC  3 Credits  TBA  TTh, 11:00:00 AM to 12:15:00 PM

Why did the prosecution of witches become a priority for the Puritan rulers of New England? What religious ideals convinced Henry David Thoreau to lead a life ‘off the grid’ in Walden Pond? How did non-Protestant immigrants make their way in the new nation? And how did religious rhetoric undergird the debates over slavery that led to the civil war? These are some of the questions that we will explore in this course, which traces the religious history of the United States from the era of colonization to through the Civil War.

26979  RELGST  RELGST 455  INTRO TO ISLAMIC CIVILIZATION  WWP 3415
ARTSC  3 Credits  TBA  TTh, 9:30:00 AM to 10:45:00 AM

This course aims to introduce students to Islamic and Middle Eastern History from the time of the Prophet (ca. 600 C.E.) to the Iranian Revolution in 1979. We will proceed chronologically, focusing mainly on political events. However, a special emphasis will be given to the formation of the Islamic tradition, its evolution across different regions and cultures in time, and its interaction with other traditions. In the modern era, we will particularly explore the Islamic societies’ political, cultural, and military encounter with the rising power of the West in the Middle East. In addition to the several historical processes and developments such as modernization, nation-building, Islamic fundamentalism and globalization, which have shaped the history of the Middle East in the last two centuries, our class discussions will also touch on the main theoretical perspectives that have stamped the studies of Islam and the Middle East. Here, concepts such as orientalism, defensive development, and modernity will constitute our main focus.

29629  RELGST  RELGST 710  SOCIOTOLOGY OF RELIGION  BEN 636
ARTSC  3 Credits  TBA  MWF, 10:00:00 AM to 10:50:00 AM

TBA
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.

Few countries can boast such an extensive and diverse religious heritage as can India. It is the birthplace of Hinduism, Buddhism, Jainism, and Sikhism, home to a large Muslim community, as well as to small, but ancient, communities of Syrian Christians, Parsis, and Jews. The course gives a brief historical overview of these religious traditions, introduces students to basic concepts related to each of them, and illustrates their rich practices through primary and secondary readings, films, art, and music.

This class serves as an introduction to Buddhism from its origins through the seventh century CE as it moved along the Silk Road, the ancient Eurasian trading network that is considered one of the earliest and most important superhighways of trade and culture. Concomitantly, it serves as an introduction to the Silk Road as the scenario for contact and exchange. The emphasis is on religious praxis, the actors and places that transformed Buddhism and were transformed by it. We will examine archaeological remains and art and discuss how they complement or sometimes contradict textually-based historical narratives. Through the examination of four case-studies we will discuss questions related to religious interaction as embodied in material culture in context.

Mysticism, understood as a living experience of theological doctrines, constitutes an unexpected point of convergence between such different religious traditions as Hinduism and Eastern Orthodox Christianity. In this course we look into how this spiritual kinship is forged from distinct practices in India and in the traditions of Eastern Christianity, by examining the selected mystical writings of both religious traditions. The course is structured around three central themes: 1) God as Mystery; negative theology (Hindu and Orthodox ways of unknowing the divine). 2) God as Person: the Hindu notion of avatar and Orthodox understanding of incarnation, and 3) God as Prayer: two selected methods of contemplation (Hindu yoga and Orthodox hesychast prayer). The course is based largely on reading and discussion of primary sources (in English translation) supplemented with selected secondary sources to help enhance students’ understanding of the comparative method, on the one hand, and symbolic, often enigmatic and sometimes “upside-down” language of the mystical texts, on the other.

In this course, we study the origins and development of Zionism as a form of modern Jewish nationalism, the emergence of different Zionist ideological streams, and non-Zionist, anti-Zionist, and post-Zionist views of Jews and non-Jews. We also explore Zionism as a case study of relations of religion and nationalism in modernity. This course is an opportunity to carefully study and contextualize writings and ideas of religious and political thinkers who have been both influential and controversial. The goal is to offer students historical background to ideas and issues of contemporary importance as well as skills in interpretation and contextualization of complex texts that continue to inform the public discourse.

This course is a brief introduction to the philosophy of religion and a brief introduction to the work of four major philosophers: Moses Maimonides, a 12th-century Jewish thinker, Thomas Aquinas, a 13th-century Catholic theologian, Immanuel Kant, an 18th-century Protestant philosopher, and Søren Kierkegaard, a 19th-century Protestant writer. We study their answers to the following questions: Can we conceive of God at all? Can we say anything truthful about him? If so, what? If not, should we be silent about him? Can we prove that he exists? Are there ways other than reason to achieve knowledge of him (e.g., faith, love, religious experience)? Should the Bible sometimes be taken literally? If so, why? If not, is there a literal sense that underlies its figures of speech? Is happiness possible without knowledge of God? Can a perfect and unchanging God be offended by what we do? Did Jesus accomplish something by his death? What, exactly? Is there life after death? If so, what form does it take?

This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them. This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them.
The United States has been undergoing major social and economic transformations during the past several decades. These changes have had uneven impacts on individuals, groups, and communities. The major topics that will be covered in this course include the structure of the U.S. economy, linkages between the economic, social, and political systems, social and economic inequality, distribution of poverty, its causes, and impacts. These issues will be analyzed with respect to their origins and persistence. Alternative strategies for their amelioration will be explored. The role of government and other institutions will be examined in the solution of various social problems at the national and local levels. Students will be encouraged to participate in discussions and to express their views about the origins of social problems and their solutions.

This course is an examination of a broad range of social theorists, whose ideas have influenced sociology. We will read selections of some of the major works of both classical (principally Marx, Weber, and Durkheim) and contemporary theorists with the goal of understanding and critically assessing their leading ideas. Part of this effort will be the task of understanding how the ideas of these thinkers arose in specific social and cultural contexts (i.e., what social problems they thought they were addressing) and in specific intellectual traditions (i.e., what preceding ideas they were borrowing from and bending to their purposes). The course readings and lecture discussions will also emphasize the continuing relevance of these ideas by examining how they are used (in various modified forms) in some current examples of sociological research.

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The aim of this course is to introduce students to the broad spectrum of histories and theories of global civilization. This includes examining processes of expansion and interconnections in social, economic, political, and cultural life across various societies. In this respect, today's globalization is approached as a process with deep roots in the comparative history of civilizations, and not simply as a contemporary phenomenon. Parallels to contemporary processes of globalization can be seen in the spread of trade routes, world religions, common languages, habits, manners, fashions, lifestyles, ideas, and ideologies. These have foundations in migrations, conquests, ancient world systems, discoveries, travels, and economic networks no less profound in the past than in the present.

Social change is the significant alteration of social structure and cultural patterns through time. In this course, students will learn and apply theories of social change. A special emphasis will be placed on social movements as basic avenues by which social change takes place in societies throughout the world. Students will enter into a dialogue with activists of various political persuasions who seek to uproot social systems and build a better world.

At the heart of a course of social movements is an account of people struggling, sometimes for their lives or under fear of reprisals. People organize together seeking to bring about social change. But why? Why do people spend so much time or energy on something so much larger than themselves? How do people organize together to bring about their version of the world? Ultimately, what works? The answers to these questions are in many ways the answers to how a society works. Much of what we take for granted today is the result of people organizing to bring to us their ideas for our world. Understanding how this happens tells us a lot about where we are today and where our society may expect to go moving forward. We will examine different movements in the United States and globally (including the Civil Rights, welfare rights, labor, and global justice movements), and will be attuned to movements unfurling in real time. Throughout, we will return to important questions: Why do people join movements? Why do they often fail? And how do they sometimes succeed?

Most Americans now live in urban areas -- cities and their suburbs. Around the world, more and more of the population are living in cities. Residents of big cities increasingly have more in common with the residents of cities halfway around the globe than with their rural countrymen just a few miles away. As human civilization becomes primarily an urban civilization we need to understand cities as distinct social entities. In this class we will study the development of the city from small mercantile enclaves to the modern sprawl of activity. We will look at urban politics, social ills, environmental issues, and consider those factors that make a city good, enjoyable, and pleasant. As we do, we will use the city and region of Pittsburgh as our living example.
'Culture' is a term that we use all the time, but rarely stop to define. Often the word brings to mind art, music, movies, fashion, etc. And these are, of course, aspects of culture (and ones which we will be discussing in this course). However, sociologists use the term 'culture' more comprehensively. Cultural sociology is the subfield of sociology that is primarily concerned with processes of meaning-making. Cultural sociologists investigate how social groups make sense of the world around them. Throughout the semester, we will ask questions such as: Does culture determine what we do and think? Or, alternatively, is culture something that individuals can pick and choose from, using strategically to accomplish personal goals?

28559
SOC 1359
ARTSC
3 Credits
CONTEMPORARY ARAB SOCIETY
Banyeh, Mohammed A
TTh, 11:00:00 AM to 12:15:00 PM
BENDM G36
This course aims to present a survey of contemporary Arab society, culture and politics. It draws on a mix of recent materials (including media, development reports, modern social histories, essays and criticism) to contribute to an understanding of modern Arab history and society, and the place of the Arabs in the contemporary world. The course will cover the field through student reports on cultural and social debates permeating Arab newspapers, magazines, films, literature, and public intellectual debates. Knowledge of Arabic is not required.

28559
SOC 1413
ARTSC
3 Credits
MARRIAGE
Szabo, Veronica
MWF, 10:00:00 AM to 10:50:00 AM
WWPH 2200
This course will examine the varieties of family life, today in the United States as well as cross-culturally and historically. Through lectures and discussions, we will explore such themes as the nature of love, changing ideas about sexuality, and the stages of family life.

28559
SOC 1448
ARTSC
3 Credits
WORKING WOMEN
Brush, Lisa D
TTh, 2:30:00 PM to 3:45:00 PM
MERVS B60
This is an advanced undergraduate course in feminist economic sociology. We will use concepts, theoretical frameworks, and empirical research to interrogate 'gender at work' in two main ways. (1) We will investigate how forces and institutions of political economy (markets, technologies and social relations of production, divisions of labor, etc.) produce and reproduce gender (that is, both difference and dominance organized around masculinity and femininity as natural 'opposites'). (2) We will investigate how gender (assumptions and practices of gender polarization, biological essentialism, and androcentrism) organizes economic behavior, organizations, and institutions. The course will be organized in seminar format, with readings and participatory discussions and presentations of material directed toward students' understanding and critically appreciating the research literature on gender and work.

26388
WOMNST
GSWS 100
ARTSC
3 Credits
INT TO GENDER, SEXTY, & WOMNST
Crosby, Emily Deering
TTh, 2:30:00 PM to 3:45:00 PM
CL 402
What is sex? What is gender? What is sexuality? How are these concepts related to culture? To nature? To help you answer these important questions, this course will introduce you to the exciting field of gender, sexuality, and women's studies. We will use a range of interdisciplinary concepts, tools, and methods to understand and analyze sex, gender, femininity, masculinity, and sexuality. Through readings, multimedia, and class discussion, we will study how gender and sexuality are socially and culturally constructed. In addition, we will consider how gender intersects with other identity categories such as race, class, ethnicity, nation, age, ability, and sexuality. Because we all have a gender, this course is crucial for any profession and for understanding the world around us. It is also a great opportunity for you to develop your written and oral skills. The course is open to all students regardless of background. As a prerequisite for more advanced courses in the program and as the intro course for current or future students in the Gender, Sexuality, and Women's Studies major or certificate, this course will prepare you for more advanced courses in the program. Also, you will learn to apply the critical vocabulary used in gender studies to your major and minor fields of study.*Please note that not all sections of this course are writing-intensive section. Check the information about this particular section.

27337
WOMNST
GSWS 600
ARTSC
3 Credits
GLOBAL LGBTQ LITERATURE
Beaulieu, Julie R
M, 12:00:00 PM to 2:25:00 PM
CL 402
This course will survey global LGBTQ literature. We will read novels, short stories, poetry, and plays from a variety of different locations with a strong focus on non-Western texts. We will also read key works in literary analysis, LGBTQ theory, postcolonial theory, critical race studies, and global studies. The variety of reading will allow us to engage with different approaches to LGBTQ literature, and it will introduce you to the various ways that nation and culture shape literary production. Students will be able to identify key methods in literary analysis upon completion of the course. Seminar discussions will focus on the use of key terms and theories as well as the development of research skills so that students will be prepared to produce written research on global LGBTQ literature.

28559
WOMNST
GSWS 1450
ARTSC
3 Credits
GENDER AND SUSTAINABILITY
Cohen, Frayda N
W, 12:00:00 PM to 2:25:00 PM
CL 116
This course will critically analyze sustainability from gendered perspectives. This course will take a three-pronged approach to the study of sustainability and gender, engaging with the economic, social and environmental components that contribute to our understandings of sustainability and sustainable development. Through readings, written assignments and class discussions, students will examine the intersectionality of gender and sustainability with class, race, ability, age, nationality, religion, power, politics, social movements and health from local and global perspectives. Students will critique practical applications of sustainable development and the role of gender in creating a more sustainable future. Taking an interdisciplinary approach, this course will draw on perspectives from anthropology, sociology, environmental studies, gender and development, human geography, public and international affairs, political science, economics, engineering, geology, business, urban studies, and a range of health sciences. Students will have the opportunity to learn about gender and sustainability through case study analyses stemming from a variety of geographic regions. There are no prerequisites for this course, although GSWS 0100: Introduction to Gender, Sexuality and Women’s Studies, GSWS 0500 Introduction to Feminist Theory or another course on gender is recommended.

26388
WOMNST
GSWS 2058
ARTSC
3 Credits
FEMINIST SOCIAL WORK
Goodkind, Sara
Th, 8:00:00 AM to 10:50:00 AM
CL 204

24073
PIA
PIA 2507
GSPIA
3 Credits
HUMAN RIGHTS: POLITICS & PRACT
Alfredson, Lisa Stephanie
M, 12:00:00 PM to 2:55:00 PM
WWPH 3610

TBA

Global Studies Course List Fall 2016 (2171)
From its inception, the Islamic tradition has placed a heavy emphasis on the word and on listening to the word, and has developed a rich and ambiguous relation to aurality. This course investigates this relationship and takes an interdisciplinary approach, combining theological, historical, anthropological and theoretical literature. In the early weeks of the course we discuss different approaches to the question of the senses in general and the auditory sense in particular, from classical philosophy to the (recent) re-discovery of the auditory sense by anthropologists. We also consider the relationship between listening and power, especially in regard to modern secular sensibilities. The course then examines the changing conceptions of listening in Islamic contexts from classical times to the contemporary. We particularly look at how (Islamic) ethics of listening have been reconfigured through the introduction of modern media technologies, as well as through processes of commodification and influences of popular culture. In this context, we further explore the quick proliferation of modernized popular Islamic music genres throughout Muslim communities worldwide. Finally, we look at specific empirical studies from different regional settings that elucidate how Islamic soundscapes and forms of listening have come to be progressively addressed and refashioned by secular liberal governance, a process that has been exacerbated in the political context of the ongoing "War on Terror". In addition to the wide range of literature employed, the course makes use of various audio-visual materials.
4. Communication, Technology, and Society

28608  AFRSCNA  AFRSCNA 1240  AFRICAN LITERATURE AND SOCIETY  TTh, 1:00:00 PM to 2:15:00 PM  WWP 4165

The advent of independence for the vast majority of African states dating back to the 1950s sparked a lot of discourses ranging from those that dealt with political ideology, cultural relocation and/or dislocation, tradition versus so-called ‘modernity,’ to others that focused on the literary functions and roles in the emergent context. This course focuses on African Literature and society and examines the inextricable linkage between the subject matter and the multifarious issues writers, mainly novelists and polemists, address in their writings. As a subject matter, the course conceivably spans several epochs in the history of the continent. During this semester, however, we shall focus on post-independent Africa and discuss how African writers along the lines mentioned above have sought to participate and influence discourse on the complex and challenging dialogue on the imperatives of development, the locus of culture in post-independent Africa, and visions of desirable societies in Africa. We examine writers from various geographical regions in the continent and determine the extent to which the issues they address seek to raise and answer questions surrounding the African development problematic.

11098  AFRSCNA  AFRSCNA 1555  AFRO CARIBBEAN DANCE  MW, 10:00:00 AM to 11:15:00 AM  TREES MPRL

This course is designed to examine, at a higher level, dance influences of West Africa on the islands in the Caribbean and parts of Latin America. In this course, students will examine 3 aspects of dance in the Caribbean -- Historical, Religious, and Sociological. In addition, students will develop an understanding of and participate in techniques devised by Katherine Dunham.

28611  AFRSCNA  AFRSCNA 1655  AFRICAN CINEMAS/SCREEN GRIOTS  TTh, 9:30:00 AM to 10:45:00 AM  WWP 4165

Ousmane Sembene, known as the father of African cinema, popularized the notion of the African director as the modern day griot (oral historian) and traditional storyteller. Therefore, this course is an introduction to a cross-section of post-independence films (1963-2004) as an art form and as a visual space on socio-political, economic and cultural topics by screen griots from Burkina Faso, Cameroon, Chad, the democratic republic of the Congo, Ethiopia, Niger, Nigeria, Senegal, south Africa and Zimbabwe.

28550  ANTH  ANTH 1750  UNDERGRADUATE SEMINAR  M, 12:00:00 PM to 2:30:00 PM  WWP 3300

Undergraduate Seminar. Semiotic anthropology examines the social life of meaning. It extends questions of representation and interpretation beyond the study of language to examine how culture orders, and is ordered by, the objects that surround us. Drawing on recent work in anthropology, philosophy, and industrial design this course investigates four interrelated questions: How are value and meaning assigned to objects? How does culture shape sensory perception? How are styles defined, interpreted and changed over time? How do landscapes, infrastructure, and architecture shape possibilities for thought and action? No prior knowledge of anthropology or semiotics is expected. This course is open to graduate and undergraduate students from any field.

28543  ANTH  ANTH 1764  CULTURES & SOCIETIES OF INDIA  TTh, 2:30:00 PM to 3:45:00 PM  LAW 106

India is many things. Since independence in 1947, India has developed from an overwhelmingly agricultural and traditional society that was not able to grow enough food for its 325 million population, to an increasingly urban, developed society of 1.1 billion that exports food along with a wide range of products and services, including cutting-edge high-tech ones. The Indian middle class is growing rapidly. India is also the world’s largest democracy, and has dealt, very substanti-

23873  ANTH  ANTH 1784  JAPANESE SOCIETY  MW, 3:00:00 PM to 3:50:00 PM  WWP 1700

This course aims to introduce students to twentieth century Japanese history, contemporary culture and social institutions. It will give students a range of different exposures using scholarly books, essays, fiction and film-to look at various conditions and aspects of Japanese culture and everyday life: imperialism, World War II, high economic growth, middle class society, gender relations, education, youth crime, and mass culture. The special focus of this class (which we will spend two weeks on) is Japanese mass culture that is increasingly being exported around the world. We will consider the postwar history of Japanese mass culture and the conditions of and reasons for its growing popularity abroad. We will examine what audiences are most receptive to it, which genres translate better than others, and what changes are made in the process of translation.

29016  CGS  AFRSCNA 1334  MUSIC IN AFRICA  T, 6:00:00 PM to 8:30:00 PM  CRAWF 241

This course examines the historical, social, and cultural background of music in Africa with particular reference to the social context of music, music in Islamic culture, kingship music, music in ritual and theater, musical instruments and ensemble practice, stylistic elements of traditional music, music in the Church, popular music and neo-African art music. The lectures will be illustrated with audio and video recordings.

25401  CGS  COMM 1111  THEORIES OF PERSUASION  12:00:00 AM to 12:00:00 AM  WEBSITE

This course surveys theories of persuasion that have been articulated during the 20th century. It seeks to compare and contrast research about how the spoken word and the visual image influence public belief and action. THIS IS A CGS WEB COURSE WITH WEB BASED INSTRUCTION AND WEEKLY WEB INTERACTION IS REQUIRED. STUDENTS MUST HAVE INTERNET ACCESS TO TAKE THIS COURSE.
25403  CGS  COMMRC 1122  MEDIA CRITICISM, 3 Credits  TBA, 12:00:00 AM to 12:00:00 AM WEBTBA

The class considers from multiple perspectives, and with a critical eye, the mass media as influences on our sense of time and place, personal and social identity, values and priorities, communication and interaction, and habits of work and play. It places current forms of media and media content in social and historical perspective and considers how we can respond with constructive criticism. THIS IS A CGS WEB COURSE WITH WEB BASED INSTRUCTION AND WEEKLY WEB INTERACTION IS REQUIRED. STUDENTS MUST HAVE INTERNET ACCESS TO TAKE THIS COURSE.

25361  CGS  GER 1502  INDO-EUROPEAN FOLKTALES, 3 Credits  Stender, Uwe, 12:00:00 AM to 12:00:00 AM WEBTBA

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

25409  CGS  HAA 10  INTRODUCTION TO WORLD ART, 3 Credits  Harkness, Kristen Marie, 12:00:00 AM to 12:00:00 AM WEBTBA

From ancient to modern times, works of art can be understood as significant cultural documents. This introductory course, designed for students with no previous background in art or art history, is intended to demonstrate how to interpret works of art and architecture. The course will focus on selected works of art produced worldwide, relating them to their historical context. The class will be taught through illustrated lectures and class discussions. In the broadest light, the course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as both aesthetic objects and historic documents. This is a Web course with Web based instruction and web interaction is required. Students must have Internet access to take this course. TWO VISITS TO THE CARNEGIE MUSEUM OF ART IN PITTSBURGH, PA, OR TO ANOTHER MAJOR NATIONAL MUSEUM OR GALLERY, ARE REQUIRED.

25373  CGS  MUSIC 311  INTRODUCTION TO WORLD MUSIC, 3 Credits  Lwanga, Charles, W, 6:00:00 PM to 8:30:00 PM MUSIC 123

Focusing on a variety of musical traditions throughout the world, this course addresses factors that have influenced historical and contemporary musical performance practices. Special attention is placed on how political, economic, social, and religious factors influence musical aesthetics and notions of identity among performers and audiences. Positioning music within a broader context of postcolonial, technological, and transnational development, this course analyzes the ever-changing relationship between traditional and modern socio-musical approaches toward performance techniques, musical transmission, and intercultural exchange.

10801  CLASS  CLASS 330  MYTH AND SCIENCE, 3 Credits  Baldissara Pacchetti, Marina, W, 6:00:00 PM to 8:30:00 PM CL 235

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.

26393  COMM  COMMRC 1111  THEORIES OF PERSUASION, 3 Credits  Gareis, John W, MW, 3:00:00 PM to 4:15:00 PM CL 206A

This course surveys theories of persuasion that have been articulated during the 20th century. It seeks to compare and contrast research about how the spoken word and the visual image influence public belief and action.

18721  ENGLISH  ENGCMP 1551  HIST & POLITICS ENGLISH LANG, 3 Credits  Matway, Elizabeth Berry, TTh, 11:00:00 AM to 12:15:00 PM VICTO 114

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

24801  ENGLISH  ENGLFLM 1390  CONTEMPORARY FILM, 3 Credits  Fischer, Lucy, W, 1:00:00 PM to 4:50:00 PM CL 244B

This course will explore the contemporary moment in international cinema in terms of film styles, movements, production, distribution, and reception through the related (but different) concepts of globalization, transnationalism, and postmodernism. The films we will study include mainstream blockbusters, 'independent' films, international co-productions, activist or subcultural films, diasporic and exile cinemas, digital and video production, and local productions. We will also look at specific institutional contexts in which contemporary world cinema circulates, such as film festivals, youtube and the Internet, academia, the museum, mail order distributors such as netflix, and commercial theaters.
This capstone course designed for senior Film Studies majors focuses on two concepts central to current theoretical discourse in the field: 'media' and 'spectatorship.' Although students will have surely encountered these terms in previous courses, this seminar demands an in-depth, advanced investigation of their formulation and intersection in order to discuss contemporary debates at the heart of film studies scholarship. What does it mean to be a spectator of cinema? Is the film spectator different from the spectator of related media, such as television or digital art? How do we 'watch' with our bodies as well as our eyes within and across different forms of visual media? Do certain genres apply pressure to spectators relying on psychoanalytic, cognitivist, phenomenological, or other conceptual frameworks? How do issues of gender, nation, history, identification, and reception shape our notions of both media and spectatorship? Demanding, critically complex readings in film theory and film history will open up our discussion of such questions, and students will pose (and answer) questions of their own in essays, presentations, and weekly journals.

20561  
ENGLISH  ENGLIT 365  LITERATURE & THE CONTEMPORARY  ARTSC  3 Credits  MWF, 2:00:00 PM to 2:50:00 PM  CL 352  
TBA  
This course takes up the problem of the contemporary, which here means thinking about the relation of the present to the past. In order to explore some of the ways in which past and present come together in our own time, we will read some recent and historical works of literature. For our purposes, the contemporary has two meanings: the first, belonging to the same age or period, and the second, related to along with its notions of change and progress ideas or texts that belong of the "modern," or having a quality of the present period. Our focus this semester will be on two questions: the construction of history and the value of memory as they become visible through slavery, colonization, love, and war. Another of our principal tasks this semester will be to take up a cluster of questions about representation, namely: How is "reality" represented in literary texts, but also how do texts function to produce notions of reality?
This course explores the transnational connections amongst different literatures, regions, and languages of the Americas, which came to be understood collectively with the 15th century European voyages as the "New World". We will raise such questions as: How does literature play a role in constructing people's visions of the world? What constitutes a literary tradition? In what traditions do the texts we read participate? How do those traditions overlap and differ? We will address these questions by reading several texts from the "New World," situating the texts with respect to one another, as well as to texts from the "Old World."

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

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This course will examine the question of sexuality through the twofold lens of modern racial and class discourses. Our readings will focus on a series of novels by African American women writers, in addition to pertinent critical and theoretical texts. Readings will include novels by Nella Larsen ("Quicksand"), Ann Petry ("The Street"), Toni Morrison ("Sula"), and Gayle Jones ("Corregidora" and " Eva's Man"). Critical and theoretical readings will include essays by Michel Foucault, Anne DuCille, Hortense Spillers, Hazel Carby, Paula Giddings, Angela Davis, Michele Wallace, Patricia Hill Collins, Deborah King, and June Jordan.

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

The goal of this course is to gain expertise in the methods of Geographic Information Systems using the GeoTRANS and ArcGIS software packages on PC based workstations. No previous computer classes are required. Students will be graded on the basis of approximately 5 computer assignments, in-class exercises, a project, and final exam. This course is a core course for the GIS Certificate.

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The course will focus on selected works of art produced world wide, relating them to their historical context. The class will be taught through illustrated lectures and class discussions.

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

Papa's cinema is dead! This is how the Oberhausen Group ushered in its manifesto and with it the basis for a new cinema in Germany. This new cinema was a new way of thinking about film, a cinema of rebels, agitators, and anti-reactionaries who set out to make films that not only challenged but also disturbed the status quo. Looking at a selection of films by Fassbinder, Wenders, and Herzog, among others, this course will examine the New German Cinema as both a politically radical cinema that stirred Germany out of its slumber and an aesthetically rich cinema that rigorously engaged the styles of new European cinema. NGC has had a lasting impact on contemporary global cinema. German students can take this course for major and certificate credit by signing up for the 1-credit trailer, GER1903.

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What is modern art, and why does it matter? Participants in this course will develop answers to these questions by learning about key works of art from Europe, the United States, and Latin America. Recitations at the Carnegie Museum of Art will provide opportunities to look closely at paintings by Claude Monet, Mary Cassatt, and Jackson Pollock, among other artists. Lectures and readings will focus on the innovative approaches to painting, sculpture, photography, and collage that developed in the nineteenth and twentieth centuries in close relation to processes of political, economic, and social modernization. Students will gain knowledge of major historical conflicts, including the French and Mexican Revolutions, the U.S. and Spanish Civil Wars, and World Wars I and II. Close attention will be paid to how works of modern art circulate in exhibitions, the mass media, and the art market. In fall 2016, this course will include sufficient coverage of Latin America to count toward the Certificate in Latin American Studies. Enrollment in a recitation section is required.
This course is an introductory survey of the art and architecture of historic imperial powers. Rather than viewing the phenomenon of empire as it is reconstructed from texts, this survey will emphasize the comparative cultural profiles of these empires as they are known from visual evidence. The course will examine the imagery, artifacts, monument types and architectural sites that were made to advertise the success and promote the continuity of the regime beyond the lifetime of its founder, the use of regional themes to establish continuity with the historical past, and the cultural impact of empires on those who belonged to them and those who did not. Special attention will be paid to imperial powers of the ancient world, in particular those of the Near East, Greece and Rome, but the course will also cover the Spanish and Inkas in Peru, Napoleonic Europe, the Mughals and British in India, and Nazi Germany. This course will draw on the expertise of faculty across the History of Art and Architecture department who will provide guest lectures.

Christine de Pisan. Queen Elizabeth I. Marie de Medici. Artemisia Gentileschi. These names are only the most well-known of a large group of women who shaped the course of European history during the early modern period (1400-1700). This course will examine the enactment and limitation of the agency of such figures by exploring the art and architectural projects produced by, for, and about women. Beginning with texts written by and about women from the 15th through 17th centuries including Christine de Pisan's Book of the City of Ladies and Alberti's On the Family, the course will ask in what ways women were producers of (visual) culture. How did the intersection of class and gender shape art and architectural projects -- and in what ways was the 'marginal' position of women actually a standpoint from which significant agency could be enacted? Though the course will include major artists and monuments central to a traditional canon of Western art history, the scope of the course is expanded through case studies of significant female patrons and painters. These will serve as arenas in which to encounter the differing methodologies of the study of gender in art, further asking how and when contemporary feminist theory can be used to examine a more distant, pre-Enlightenment historical moment. This course will intersect with the Department of the History of Art and Architecture's Constellations in Identity and Agency. This course is offered in the Fall and Spring Terms, but with different topics.

Architecture: Image, Text, Theory is an upper level writing intensive [W] course required for all students wishing to graduate from the University of Pittsburgh with a major in Architectural Studies. The objectives are to acquaint students with architectural themes in various literary genres, to examine the emergence and development of core ideas in the Western architectural tradition, and to understand the relationship between architectural ideas and the contexts in which they were articulated. Texts examined in the course will include classic architectural treatises, texts on landscape, urbanism and aesthetics. Drawings, engravings, photography, and illustrations will be considered as important components of architectural theory; the format and composition of architectural books will be considered as integral to the ideas they contain.

This course will introduce students to ancient Egyptian religious thought and practice with its massive temples, multitude of gods and goddesses and fascinating funeral rites. We will explore the mythic cycle of Creation and the Osiris cycle of betrayal, revenge, death and rebirth, as well as the place of myriad local and minor deities within Egyptian mythology. We will also consider the dynamics of the "monotheistic" revolution of Akhenaton. In the historical and cultural context of ancient Egypt, students will encounter the interaction of sacred and secular, and the relationship between state cults and private worship by nobles and commoners alike. A special feature of the course includes guest lectures and educational materials for the "Egyptian Exhibit" for the Carnegie Museum. To that end, the course will include a session at the Carnegie Museum of Natural History.

This seminar examines how, within an array of different historical milieus, visual objects are used to communicate, allow, occasion, and transform claims to knowledge in a host of different cultural domains. Especially today, when visual objects help make knowledge in areas that range from the digital humanities to medical diagnostics, the questions that this seminar considers have grown pressing. At the same time, the course in no way limits itself to contemporary concerns, but aims to establish a vantage that will allow students to consider practices from earlier, distinct cultural contexts, from scientific imaging in the renaissance, to aboriginal images that refer to historical knowledge, to religious images and their relation to cosmologies, to nineteenth-century photography and anthropology. Broad topics that will frame the course include scientific representation, image/text relations, cartography and geographical knowledge, art historiography, the role of images in pedagogy, the capacity of images to foster the emergence of disciplines (rather than just communicate pre-existing disciplinary knowledge), and more. This seminar is offered regularly, but with a different topic.

This course is an overview of contemporary Latin America and its people and is designed to be an introduction for students who have no previous knowledge of the area. Students will be exposed to several aspects of Latin America. A special attempt will be made to show contemporary social reality as interpreted by some of the region's most gifted filmmakers, artists, writers and intellectuals. Readings, lectures, and class discussions will be conducted in English. Prerequisite(s): none. Check with the department on how often this course is offered.

Social change is the significant alteration of social structure and cultural patterns through time. In this course, students will learn and apply theories of social change. A special emphasis will be placed on social movements as basic avenues by which social change takes place in societies throughout the world. Students will enter into a dialogue with activists of various political persuasions who seek to uproot social systems and build a better world.
From its inception, the Islamic tradition has placed a heavy emphasis on the word and on listening to the word, and has developed a rich and ambiguous relation to aurality. This course investigates this relationship as an interdisciplinary approach, combining theological, historical, anthropological and theoretical literature. In the early weeks of the course we discuss different approaches to the question of the senses in general and the auditory sense in particular, from classical philosophy to the (recent) re-discovery of the auditory sense by anthropologists. We also consider the relationship between listening and power, especially in regard to modern secular sensibilities. The course then examines the changing conceptions of listening in Islamic contexts from classical times to the contemporary. We particularly look at how (Islamic) ethics of listening have been reconfigured through the introduction of modern media technologies, as well as through processes of commodification and influences of popular culture. In this context, we further explore the quick proliferation of modernized popular Islamic music genres throughout Muslim communities worldwide. Finally, we look at specific empirical studies from different regional settings that elucidate how Islamic soundscapes and forms of listening have come to be progressively addressed and refashioned by secular liberal governance, a process that has been exacerbated in the political context of the ongoing "War on Terror." In addition to the wide range of literature employed, the course makes use of various audio-visual materials.

As a field of research, language and gender studies is interdisciplinary and relatively new. These studies seem to discover the nature of gender-related differences in language and their causes and effects. Gender here refers to social categories based on sex but encompassing behavior, roles and images that, although not biologically determined, are regarded by a society as appropriate to its male or female members. What is seen as appropriate to each gender thus differs in different societies and eras. Explanations for gender thus differ in different societies and eras. Explanations for almost all observed male/female language differences are to be found less in the biological constitution of the human body and more in the social and psychological formation of the human subject. These are the issues we will be concerned with in this course. Is women's language use in systematic ways different from that of men? If it is different, how is it different? Why is it different? What sorts of explanations are there? And maybe most important, does a difference of language use matter? Requirements: Assigned readings. Weekly journals. Midterm exam. Final exam. Presentation of research proposal and written research report. Fulfills General Education requirement.

This course explores the social basis of language, and the linguistic basis of social life. We will investigate how and why different social groups speak different languages and dialects, how people manage to carry on fluent competent conversations, and how speakers convey social relationships through the way they speak.

This course will deal with word structure and morphological processes in natural language (inflection, agreement, derivation, compounding, incorporation, citilication, reduplication). The data to be analyzed will be drawn from a wide range of the world's languages. The relationship between morphology and other components of the grammar (syntax, phonology, the lexicon, pragmatics) will occupy a central place in the syllabus. Finally, considerations of typology, change, processing, and acquisition will be addressed. By and large, the approaches followed will be those of generative linguistics (Lexical Morphology, Prosodic Morphology, Distributed Morphology, etc.). The course presupposes a general linguistics course.

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Focusing on a variety of musical traditions throughout the world, this course addresses factors that have influenced historical and contemporary musical performance practices. Special attention is placed on how political, economic, social, and religious factors influence musical aesthetics and notions of identity among performers and audiences. Positioning music within a broader context of postcolonial, technological, and transnational development, this course analyzes the ever-changing relationship between traditional and modern socio-musical approaches toward performance techniques, musical transmission, and intercultural exchange.

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This course examines the historical, social, and cultural background of music in African American musical tradition and focuses on the Black church, popular music and jazz. Videos and audio recordings are used to support the lectures.

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- **1641**
  - **MUSIC**
  - **ARTSC**
  - **3 Credits**
  - **AFRICAN-AMERICAN MUSIC IN U.S.**
    - Johnson Jr., James Tare
  - **T, 3:00:00 PM to 5:25:00 PM**
  - **MUSIC 132**

- **17481**
  - **MUSIC**
  - **ARTSC**
  - **3 Credits**
  - **INTRODUCTION TO ETHNOMUSCLGY**
    - Wointraub, Andrew N
  - **W, 9:30:00 AM to 11:50:00 AM**
  - **MUSIC 2046**

- **11481**
  - **MUSIC**
  - **ARTSC**
  - **3 Credits**
  - **RELIGION AND RATIONALITY**
    - Bahler, Brock A
  - **TT, 2:30:00 PM to 3:45:00 PM**
  - **RELGST 1760**

- **25615**
  - **PHIL**
  - **PHIL 320**
  - **3 Credits**
  - **SOCIAL PHILOSOPHY**
    - Humphreys, Justin
  - **Th, 6:00:00 PM to 8:30:00 PM**
  - **CL 226**

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

This is a course that is both an introduction to philosophy of religion and a brief introduction to four major philosophers: Moses Maimonides, a 12th-century Jewish thinker, Thomas Aquinas, a 13th-century Catholic theologian, Immanuel Kant, an 18th-century Protestant philosopher, and Søren Kierkegaard, a 19th-century Protestant writer. We study their answers to the following questions: Can we conceive of God at all? Can we say anything truthful about God? Can God be offended by what we do? Did Jesus accomplish something by his death? What, exactly? Is there love, religious experience? Should the Bible sometimes be taken literally? If so, when? If not, is there a literal sense that underlies its figures of speech? Is happiness possible without knowledge of God? Can a perfect and unchanging God be offended by what we do? Did Jesus accomplish something by his death? What, exactly? Is there life after death? If so, what form does it take?

The aim of this course is to introduce students to the broad spectrum of histories and theories of global civilization. This includes examining processes of expansion and interconnections in social, economic, political, and cultural life across various societies. In this respect, today's globalization is approached as a process with deep roots in the comparative history of civilizations, and not simply as a contemporary phenomenon. Parallels to contemporary processes of globalization can be seen in the spread of trade routes, world religions, common languages, habits, manners, fashions, lifestyles, ideas and ideologies. These have foundations in migrations, conquests, ancient world systems, discoveries, travels, and economic networks no less profound in the past than in the present.

Social change is the significant alteration of social structure and cultural patterns through time. In this course, students will learn and apply theories of social change. A special emphasis will be placed on social movements as basic matrices by which social change takes place in societies throughout the world. Students will enter into a dialogue with activists of various political persuasions who seek to uproot social systems and build a better world.

In this course we aim to understand the fundamental structure and workings of modern capitalist society. We will examine the distribution of wealth, income, and power in both the US and globally, and consider the notions of democracy and imperialism in the context of what we broadly call 'globalization.' Can we have political equality in the 'little guy's' or the corporate world? How is it possible that the richest nation in the world also has more poverty than any other 'democratic' country? We will explore these and many other topics from the macro- to the micro-levels of analysis.

This course will provide a systematic overview of political sociology, including: the origins and development of the state, the nature and sources of power in our contemporary world, the relationships between class and state, class conflict and class politics, race and gender politics, the mechanisms of political control and domination, political organization, the politics of social movements, the nature and dynamics of nationalism and ethnic conflict, and a wide range of other topics related to politics and society. In this respect, we will approach the topic through political economy lenses, respecting comparative and historical dimensions down through the present day.

- **23775**
  - **ADMPS**
  - **EDUC**
  - **3 Credits**
  - **INTERNATIONAL & GLOBAL EDUCATN**
    - Cozzolino, Marzia
  - **W, 4:30:00 PM to 7:10:00 PM**
  - **WWPH 5201**

- **26104**
  - **ADMPS**
  - **EDUC**
  - **3 Credits**
  - **INTERNATIONAL & GLOBAL EDUCATN**
    - Cozzolino, Marzia
  - **Th, 4:30:00 PM to 7:10:00 PM**
  - **WWPH 5200**

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**Global Studies Course List Fall 2016 (2171)**

- **10424**
  - **MUSIC**
  - **ARTSC**
  - **3 Credits**
  - **AFRICAN-AMERICAN MUSIC IN U.S.**
    - Johnson Jr., James Tare
  - **T, 3:00:00 PM to 5:25:00 PM**
  - **MUSIC 132**

- **17641**
  - **MUSIC**
  - **ARTSC**
  - **3 Credits**
  - **AFRICAN-AMERICAN MUSIC IN U.S.**
    - Johnson Jr., James Tare
  - **T, 3:00:00 PM to 5:25:00 PM**
  - **MUSIC 132**

- **11481**
  - **MUSIC**
  - **ARTSC**
  - **3 Credits**
  - **INTRODUCTION TO ETHNOMUSCLGY**
    - Wointraub, Andrew N
  - **W, 9:30:00 AM to 11:50:00 AM**
  - **MUSIC 2046**

- **25615**
  - **PHIL**
  - **PHIL 320**
  - **3 Credits**
  - **SOCIAL PHILOSOPHY**
    - Humphreys, Justin
  - **Th, 6:00:00 PM to 8:30:00 PM**
  - **CL 226**

- **11935**
  - **RELGST**
  - **ARTSC**
  - **3 Credits**
  - **RELIGION AND RATIONALITY**
    - Bahler, Brock A
  - **TT, 2:30:00 PM to 3:45:00 PM**
  - **BENDM G36**

- **11958**
  - **SOC**
  - **ARTSC**
  - **3 Credits**
  - **GLOBAL SOCIETY**
    - TBA
  - **MWF, 11:00:00 AM to 11:50:00 AM**
  - **WWPH 2200**

- **17100**
  - **SOC**
  - **ARTSC**
  - **3 Credits**
  - **SOCIAL CHANGE**
    - TBA
  - **MWF, 2:00:00 PM to 2:50:00 PM**
  - **WWPH 2200**

- **25668**
  - **SOC**
  - **ARTSC**
  - **3 Credits**
  - **WEALTH AND POWER**
    - TBA
  - **MW, 4:00:00 PM to 5:15:00 PM**
  - **WWPH 2200**

- **17935**
  - **SOC**
  - **ARTSC**
  - **3 Credits**
  - **POLITICAL SOCIOLGY**
    - TBA
  - **Th, 6:00:00 PM to 8:30:00 PM**
  - **WWPH 2200**

- **23775**
  - **ADMPS**
  - **EDUC**
  - **3 Credits**
  - **INTERNATIONAL & GLOBAL EDUCATN**
    - Cozzolino, Marzia
  - **W, 4:30:00 PM to 7:10:00 PM**
  - **WWPH 5201**

- **26104**
  - **ADMPS**
  - **EDUC**
  - **3 Credits**
  - **INTERNATIONAL & GLOBAL EDUCATN**
    - Cozzolino, Marzia
  - **Th, 4:30:00 PM to 7:10:00 PM**
  - **WWPH 5200**

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<td>PIA 2715 GIS FOR PUBLIC POLICY</td>
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<td>AFRCNA</td>
<td>AFRCNA 1334 Music In Africa</td>
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<td>TBA</td>
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<td>28560</td>
<td>RELGST</td>
<td>RELGST 1452 HYMNS &amp; HIPHOP</td>
<td>3</td>
<td>Jouili, Jeanette Selma Lotte</td>
<td>TTh, 1 PM to 2:15 PM</td>
<td>CL 352</td>
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From its inception, the Islamic tradition has placed a heavy emphasis on the word and on listening to the word, and has developed a rich and ambiguous relation to aurality. This course investigates this relationship, taking an interdisciplinary approach, combining theological, historical, anthropological, and theoretical literature. In the early weeks of the course, we discuss different approaches to the question of the senses in general and the auditory sense in particular, from classical philosophy to the (recent) re-discovery of the auditory sense by anthropologists. We also consider the relationship between listening and power, especially in regard to modern secular sensibilities. The course then examines the changing conceptions of listening in Islamic contexts from classical times to the contemporary. We particularly look at how (Islamic) ethics of listening have been reconfigured through the introduction of modern media technologies, as well as through processes of commodification and influences of popular culture. In this context, we further explore the quick proliferation of modernized popular Islamic music genres throughout Muslim communities worldwide. Finally, we look at specific empirical studies from different regional settings that elucidate how Islamic soundscapes and forms of listening have come to be progressively addressed and refashioned by secular liberal governance, a process that has been exacerbated in the political context of the ongoing "War on Terror." In addition to the wide range of literature employed, the course makes use of various audio-visual materials.
5. Conflict and Conflict Resolution

29337  AFRCNA  AFRCNA 385  CARIBBEAN HISTORY  Germain, Felix Fernand
ARTSC  W, 6:00:00 PM to 8:30:00 PM
W, 6:00:00 PM to 8:30:00 PM  WWP 4165

This course will examine the historical roots of contemporary Caribbean society. Major historical developments from the period of the subjugation of the indigenous populations through the era of slavery and the plantation system to the rise of modern nationalism and the impact of U.S. intervention will be examined, as well as related socio-economic systems and institutions. The pan-regional approach which recognizes shared identity and experiences not only within the Caribbean but also with Africa and the American south will be preferred, although illustrative studies of some individual countries will be undertaken.

28643  AFRCNA  AFRCNA 628  AFRO-LATIN AMERICA  Reid, Michele B
ARTSC  TTh, 11:00:00 AM to 12:15:00 PM
ARTSC  CL 151

A survey of black history in the countries of Latin America, from the period of European conquest (c. 1500) to the present.

28543  ANTH  ANTH 1764  CULTURES & SOCIETIES OF INDIA  Hayden, Robert M
ARTSC  TTh, 2:30:00 PM to 3:45:00 PM
LATRN 106

India is many things. Since independence in 1947, India has developed from an overwhelmingly agricultural and traditional society that was not able to grow enough food for its 325 million population, to an increasingly urban, developed society of 1.1 billion that exports food along with a wide range of products and services, including cutting-edge high-tech ones. The Indian middle class is growing rapidly. India is also the world's largest democracy, and has dealt, very substantially though not in full measure (to cite first Prime Minister Nehru) with the complexities of a multi-religious, multi-ethnic, and in all other ways extraordinarily diverse society - there are 22 official languages in use in the country. This course will focus on contemporary Indian social and cultural formations, after reviewing the development of the country and those formations since independence. Topics to be covered include religions and the interactions of religious communities in a secular state; caste and other principles of social distinction; gender; regional identities; socio-economic development; the rapid development of communications over the past two decades; and the intertwining of all of these factors in democratic (or at least electoral) politics. Since the instructor went first to India as an undergraduate student in 1971 and has remained fascinated with the country ever since, the course will necessarily also note changes in the ways India has been studied over the past forty years.

27444  CGS  PS 1511  AMERICAN FOREIGN POLICY  Firestone, Nathan
ARTSC  Sa, 1:00:00 PM to 4:00:00 PM
ARTSC  CL 306

This course attempts to provide an understanding of American post-WW II foreign policy behavior. We will examine both the international system of which the United States is a component part, as well as attributes of the U.S. domestic scene which influence policy decisions and directions. In the process, the student will be provided with a general understanding of the chronology of recent international events as well as a feel for the scope and substance of disagreement over various policies. The materials examined for this class should be suggestive of alternative policy directions for the future. THIS IS A SELF-PACED COURSE. WORKSHOP ATTENDANCE IS STRONGLY ADVISED. WORKSHOP DATES: 9/17, 10/22, 12/3/2016.

25629  COMM  COMMRC 1143  KNOWLEDGE, POWER, & DESIRE  Johnson, Paul Elliott
ARTSC  TTh, 9:30:00 AM to 10:45:00 AM
ARTSC  CL 213

This course encourages students to more closely engage with the texts that provide the foundations for our understanding of gender, society, sexuality, violence, and liberty (among others) through the close reading of primary sources that take up questions of power, authority, and truth. Supplemented with secondary sources, students will be encouraged to analyze cultural texts like Fight Club, Broad City, and Breaking Bad, social activism like Slutwalks and #BlackLivesMatter, and political controversies addressing issues of gender, sexuality, and race. Authors we engage with include Michel Foucault, Sigmund Freud, and Sally Robinson

26928  COMM  COMMRC 1161  COMMUNICATION ETHICS  Skupien, Janet Mary
ARTSC  MW, 3:00:00 PM to 4:15:00 PM
ARTSC  CL 221

Deception, lying, fidelity, privacy, surveillance, free speech, hate speech, harassment, censorship, intellectual property, pornography - these are some of the areas of ethical concern in contemporary society. This course gives you the tools for deliberating about communication issues as we consider the role of communication in human life and the ethical implications of the new media environment.

26852  ENGLISH  ENGLIT 618  WAR  Satyavolu, Uma Ramana
ARTSC  TTh, 2:30:00 PM to 3:45:00 PM
ARTSC  CL 221

GERMANY TODAY gives students an insight into the development of German society within the European context from the postwar period to the present time. Through lectures, readings, film viewings, and group discussions, the course explores key concerns in contemporary German culture: 1. The struggle to come to terms with Germany's Nazi past and the Holocaust. 2. FRG versus GDR in light of the clash between different democratic countries in Europe and the Soviet Union, along with its Satellite states. 3. The student movement in Europe, including Germany, versus the US. 4. The downfall of the GDR and other communist regimes in Europe. 5. German Reunification. 6. The role of women in contemporary society, in particular in German and EU politics. 7. GERMAN SOCCER! Multiculturalism in contemporary German society. The course will give special attention to authors, including women authors from different ethnic and religious backgrounds writing in German today. Some of these writers were born in different European countries, including France, Italy, and the Netherlands; others come from Russia, Turkey, and different Arab as well as African states. The course will help students find appropriate options to visit Germany and/or to study in German-speaking countries. GER 1522 will be taught in English. The course fulfills the Foreign Culture (International/Regional) requirement. It also counts towards the Western European Studies certificate.

29541  HISPANIC  SPAN 2464  LATIN AMERICAN 20THC TOPICS  TBA
ARTSC  T, 6:00:00 PM to 8:45:00 PM
ARTSC  CL 1325

History, Language and Violence within Caribbean Literatures. An examination of Contemporary Caribbean Literature (1950-2010) will lead us to discern the importance of several aesthetic languages within a historical frame of violence. Secondary topics will be human rights, patriarchy, immigration and race. Some of the authors to be considered will be Jacques Stephan Alexis, Luis Palacios Matos, Aimé Césaire, Luis Rafael Sánchez, Ana Lydia Vega, Edgardo Rodrguez Julieta, Eduardo Lalo, Nicolás Guillén, Alejo Carpentier, and others.

24882  HIST 150  HISTORY OF MODERN IRELAND  Th, 6:00:00 PM to 8:25:00 PM
ARTSC 3 Credits  Novosel, Anthony Stephen  WWPB 1501

A good friend once told me, 'People here [Ireland] don't know history. They know their 'inherited histories.' These 'inherited histories' present us with either a morality play between the native Irish and 'perfidious Albion' (England), while another tells us that this is a conflict between the Protestants who settled in Ireland in the 17th Century and the native Irish. Or sometimes the tale told combines elements of both. Which of these 'histories' is correct? Is one and not the other right two? Are they all true? Is Irish history a 'tragedy' because, as William Moneypenny wrote (1911) it is a conflict 'between two rights'? Confused? Well, you are not alone! Therefore, your task, should you choose to accept it, will be to analyze and critique the 'inherited histories' that exist in Ireland concerning the period from Cromwell to 1916. In particular, you will delve into a relatively new area of study in Irish history that claims Cromwell was not simply a 'genocidal maniac' bent on destroying the Irish. Instead, you will investigate the claim that Cromwell's invasion of Ireland in the 17th century set in motion the development of Irish republicanism that eventually led to the Easter Rising of 1916 and the many contentious issues that still plague Ireland today. There are no prerequisites for this class. All majors from freshmen to seniors welcome! Just come armed with curiosity and a spirit of adventure!

10519  HIST 678  US AND THE HOLOCAUST  TTh, 2:30:00 PM to 3:45:00 PM
ARTSC 3 Credits  Burstin, Barbara Stern  CL 304

In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.

11443  HIST 678  US AND THE HOLOCAUST  TTh, 1:00:00 PM to 2:15:00 PM
ARTSC 3 Credits  Burstin, Barbara Stern  CL 206

In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.

28778  HIST 712  A GLOBAL HISTORY OF TERRORISM  TTh, 10:00:00 AM to 10:50:00 AM
ARTSC 3 Credits  Hagerty, Bernard George  CL 232

This course will acquaint students with the remarkably long, diverse and widespread use of strategies of terror to advance political, economic, religious and social agendas. Our analysis will focus upon terror from below, that is terror by nonstate actors; will range from ancient Greece to the present; and will touch upon every inhabited continent. Using examples from many societies, we will discover that the human motivations for terrorist acts have changed little, but that their expression has changed a great deal, from the days of the Spartacus slave revolt, to the calculated terror of the Algerian revolution, to the media-centered "madman strategy" of al-Qaeda and ISIS. Our organization will be roughly chronological, and will be combined with a typology of different kinds of terrorism. This inherently comparative approach will enable us to make this a true world history course, moving with ease from place to place, movement to movement, while still having a solid temporal and analytical framework to keep the material coherent.

28798  HIST 752  EMPIRES OF THE STEPPE  TTh, 9:30:00 AM to 10:45:00 AM
ARTSC 3 Credits  Pickett, James R  CL 208A

Over the last several centuries, Eurasia's domination by successive nomadic steppe empires (stretching from Europe to China) was displaced by new imperial challengers from the periphery (notably Russia, China, and Britain). This course examines the nature of that transition by charting the history of Eurasian empires, beginning with the Mongols in the thirteenth century and proceeding through the present day. From Genghis Khan to Tamerlane to Stalin; between Russian spies, Chinese armies, and the Turki-Osman; between the empires of the steppe were truly vast in scale, integrating territoires usually studied in isolation from one another, and so this course provides important context for separate courses on Russia, Eastern Europe, China, and the Middle East. The chronological scope of this course is similarly epic, spanning over seven centuries, and thus placing in relief recurring themes related to empires in world history. The thematic emphasis is on geopolitical strategies for imperial rule, but the course will also examine culture, religion, and political economy.

19750  HIST 1000  CAPSTONE SEMINAR  Th, 9:30:00 AM to 11:55:00 AM
ARTSC 3 Credits  Tsoukas, Liann E  WWPB 3701

How integration works, or does not work in America. In 1954 the Brown v. Board Ed case struck down the legal precedent of 'separate but equal' and ushered in a new era of integration. While some may consider desegregation and integration to be synonymous, this seminar will probe the nuances and recognize the differences between legal and social processes. It will examine the history of American integration in three arenas; sport, education, and housing, and we will consider the cultural transformation necessary to truly 'integrate.' Have we, as a nation, integrated, or has much of that integration been illusory, shaped by misleading evidence provided by the world of entertainment and popular culture? Is access to the public domain requisite upon acceptance and appropriation of white values? Has American integration rested on the assumption that it works by bringing a minority into the majority culture, or does it acknowledge that true integration requires a reconsideration of the dominant culture? In this capstone seminar, we will engage a variety of primary and secondary sources and conclude with the writing and revising of a 20 page research essay.

24049  HIST 1046  NATIONALISM  TTh, 11:00:00 AM to 12:15:00 PM
ARTSC 3 Credits  Wezel, Katja  WWPB 3415

This course examines theories of nationalism and ethnicity. The course provides an overview of the history of nationalism and the nation-state in Europe. Particular emphasis is also placed on national and regional identities in Europe, comparing the development of nationalism in western countries such as France or Germany with the new wave of nationalism as well as ethnic politics and ethnic conflicts in East and Central Europe after the end of the Soviet Empire.
This course will explore the history of the Portuguese Empire, beginning roughly in 1415 with Portugal's conquest of the North African city of Ceuta, and continuing through the twentieth century independence wars in Portugal's African colonies of Angola and Mozambique. After considering Portugal's historic identity in the Iberian Peninsula as it emerged from the Middle Ages, we will then trace Portuguese influence as maritime exploration led this small kingdom to extend its presence throughout the globe.

In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.

This course explores the impact of the Cold War on American society. (1945-1990) It will explore how the division of the world into two hostile and well-armed ideological camps shaped American post-war politics and culture. Post-war America was a world full of paradox. America's economic and military dominance allowed it to be a land of expanding home ownership, a booming consumer culture, shopping malls, housing tracts, the land of the automobile: an upwardly mobile society, where want and hardship seemed to have been finally vanquished. These same optimistic people, however, lived under the threat of nuclear annihilation and communist infiltration. Fear, not only tate the social fabric, but also created an alphabet soup of surveillance, control and suspicion of fellow Americans: the N.S.A., C.I.A. the F.B.I. and municipal police 'Red Squads'. African Americans fought a long struggle for civil rights that embraced movements from the peaceful civil disobedience of Martin Luther King, Jr. to the black nationalist Marxism of the Black Panthers. The pivotal event that slowly drained American confidence and optimism was the long, brutal war in Southeast Asia. The Vietnam War and how Americans experienced it in different Cold War periods will be at the center of the course. Popular culture also underwent a sea change as it expressed both the anxiety and optimism of Cold War America. Black and white artists crossed the color line to create rock and roll. Anxious parents watched as their children crossed this cultural line with their new idols. Noir films and novels expressed the deep moral ambivalence of the era. The birth of the anti-hero, so popular in 21st century culture, was born of Cold War angst, fear and a rejection of the post-war status quo. Most importantly, black power, civil rights legislation, youth culture, feminism and the quagmire of the Vietnam War also created a powerful conservative backlash. Despite their decades in the political wilderness, the forces of Cold War conservatism created a powerful antidote to the 'sixties' and that culminate in a victory that ushered in the final Cold War era: the Reagan Revolution. This course will try to give students some insight into current American politics by showing how this backlash was able to put conservatism back on the map and end the liberal dreams of the New Deal era.

In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.

This course provides a historical survey of American foreign policy from the end of World War II until the present, an analysis of the decision making process led by the President of the United States, and a discussion of the impact of both the international political system and American domestic politics on this process.

In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.

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<td>SOC 1486 WAR &amp; MILITRY IN UNITED STATES Karsten, Peter D MW, 11:00:00 AM to 11:50:00 AM CL G24</td>
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<td>PIA</td>
<td>PIA 2303 SECURITY &amp; INTELLNGNC STUDIES Grauer, Ryan Daniel Th, 6:00:00 PM to 8:55:00 PM WWP 3911</td>
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<td>24924</td>
<td>PIA 2328 ETHICS AND NATIONAL SECURITY</td>
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<td>29448</td>
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<td>PIA 2359 ETHNIC CONFLICT AND CIVIL WAR</td>
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<td>13857</td>
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<td>24064</td>
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<td>Kabala, Stanley J</td>
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<td>24113</td>
<td>LAW 2422 ALTERNATIVE DISPUTE RESOLUTION</td>
<td>Liberatore, Beth Terese; Horensky, Jaime M; Teeter, Judith Ann</td>
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<td>27314</td>
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<td>19930</td>
<td>LAW 5986 INTERNATIONAL ARBITRATION SEM</td>
<td>Curran, Vivian; Liberatore, Beth Terese; Horensky, Jaime M</td>
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<td>12669</td>
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<td>12586</td>
<td>CBA-DEAN 1660 MANAGING DIVERSITY IN ORGNIZTN</td>
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</table>
6. Global Health

26640  ANTH  ARTSC  ANTHOPOLGY OF FOOD  M, 6:00:00 PM to 8:30:00 PM
Undergraduate Seminar. This course will examine the social ecology of human nutrition. It will apply the concepts and principles of anthropology to the study of human diet and nutrition. Discussions will focus on the origins of the human diet; human dietary adaptation to diverse ecological and technological situations; behavioral and ecological factors that influence diet in technologically simple, modernizing and contemporary societies; and social/cultural meanings and implications of food behaviors.

27438  ANTH  ANTH 1761  PAINTS & HEALERS: MEDCL ANTH 1  MW, 4:30:00 PM to 5:45:00 PM
This course provides an introduction to the broad sub-field of medical anthropology, including the study of ethnomedicine, ethnopsychiatry, disease and ecology, epidemiology, demography and population growth, development, and the political economy of health care. Our focus will be on the relationship between health and culture in various social contexts, with primary attention given to questions of power and inequality on the one hand, and personhood and emotion on the other. In exploring one or two case studies of ritual healing, we will look at the ways in which medical systems are integrated with larger systems of cultural meaning. We will also look at various medical systems in a cross-cultural comparative framework. Following on a consideration of so-called traditional medicine in the non-Western world, we will question the 'objectivity' of Western biomedical science and its various discourses. Extending this critique we will analyze the important relationship between poverty, and the political economy of public health in international development.

10689  BIOSC  BIOSC 1320  POPULATION BIOLOGY  TTh, 1:00:00 PM to 2:15:00 PM
This is a course in the scientific study of the distribution and abundances of animal and plant populations. The course will begin with the dynamics of single populations, emphasizing demography, exponential growth, and intra-specific competition. Next we will cover interactions between populations, especially competition and predation. Finally we will consider the implications of population dynamics to the evolution of life history strategies, to population regulation, and to community structure. Throughout, empirical studies of natural and laboratory populations will be used to test mathematical models of population processes.

16273  BIOSC  BIOSC 1999  MEDICAL MICROBIOLOGY  TTh, 4:00:00 PM to 5:15:00 PM
This is an advanced level lecture course educating students in the microbial aspects of human infectious diseases. Students will learn about the microbial basis of infection, the host response, and the nature of specific infections within the human body. The course also will present approaches for the diagnosis of infections and strategies for disease control. The topic of medical microbiology will be presented in a system-based rather than an organism-based approach.

25426  CGS  SOC 477  MEDICAL SOCIOLOGY  12:00:00 AM to 12:00:00 AM
This course is designed to provide students with a sociological perspective on medical beliefs, practices, and delivery systems. The practice of medicine is embedded in a particular social system, and social factors have an effect on our understanding of illness, the distribution of illness in the population, how/where/by whom medicine is practiced, and how it is paid for. In addition, ethical decisions about life and death are based in social belief systems which evolve historically in response to technological developments and changing practice possibilities. Students in this course will develop an understanding of how medical practices can be interpreted within a social and historical context, and will apply this knowledge to issues which are current in medicine today: the crisis in health care delivery, the effects of technological advances on conceptions of health and illness, the treatment challenge of multicultural patient populations, and ethical dilemmas in medical decision making. THIS IS A CGS WEB COURSE WITH WEB BASED INSTRUCTION AND WEEKLY WEB INTERACTION IS REQUIRED. STUDENTS MUST HAVE INTERNET ACCESS TO TAKE THIS COURSE.

20438  ECON  ECON 220  INTRO TO HEALTH ECONOMICS  TTh, 11:00:00 AM to 12:15:00 PM
This course applies microeconomic analysis to the allocation of resources and consumption of products within the health care sector. Substantial attention is given to the socio-economic determinants of health. The course is designed to encourage students to develop skills in applying microeconomic theory to real world problems. Students will also learn about the principal institutions of U.S. health care delivery and the dual relationship between health and economic outcomes. Unique features of health care which interfere with competitive market allocation and pricing will be emphasized.

20040  HISpanic  SPAN 1323  MEDICAL SPANISH  TTh, 6:00:00 PM to 7:15:00 PM
This course examines the origins and evolution of both traditional medical systems and alternative health care patterns in Western civilization, from the earliest societies to the present. Particular attention is placed on the impact of religion, warfare, and other societal factors on the development of medicine. Emphasis is placed on the changing theories of disease causation. The majority of this course deals with the history of the American health care system, discussing the regular medical community, irregular medical sects and health fads, home health care, and the various forms of health care quackery. Emphasis is placed on how changes in American society impacted the evolution of public health, public health facilities, medical education and the emerging role of the government in health care issues. Prerequisite(s): No prerequisites: students are required to do book reviews, exams that include out of class essays, and to attend all class sessions and two evening lectures. There will be a mandatory discussion session following each lecture. Formal English writing style is required of all out of class book reviews. There will be ample time to discuss course materials, both following all class sessions and in office hours every week. This course is co-taught by a senior physician, Dr. Thomas Benedek, who will answer any technical medical issues that may come up in this course.

10777  HISTH  HIST 1090  HISTORY MEDICINE & HEALTH CARE  MWF, 1:00:00 PM to 2:15:00 PM
This course provides an introduction to the broad sub-field of medical anthropology, including the study of ethnomedicine, ethnopsychiatry, disease and ecology, epidemiology, demography and population growth, development, and the political economy of health care. Our focus will be on the relationship between health and culture in various social contexts, with primary attention given to questions of power and inequality on the one hand, and personhood and emotion on the other. In exploring one or two case studies of ritual healing, we will look at the ways in which medical systems are integrated with larger systems of cultural meaning. We will also look at various medical systems in a cross-cultural comparative framework. Following on a consideration of so-called traditional medicine in the non-Western world, we will question the 'objectivity' of Western biomedical science and its various discourses. Extending this critique we will analyze the important relationship between poverty, and the political economy of public health in international development.
<table>
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<tr>
<th>Course Code</th>
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<td>3</td>
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<td>26498</td>
<td>PS</td>
<td>HEALTH POLICY IN UNITED STATES</td>
<td>3</td>
<td>TTh</td>
<td>9:30:00 AM to 10:45:00 AM</td>
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<td>24143</td>
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<td>2:30:00 PM to 3:45:00 PM</td>
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<td>HISTORY MEDICINE &amp; HEALTH CARE</td>
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<td>OVERVIEW LGBT HLTH DISPARITIES</td>
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<td>23174</td>
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<td>CONTRL &amp; PREVENTN OF HIV/AIDS</td>
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<td>25389</td>
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<td>INTRO TO EPIDEMIOLOGY</td>
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<td>14598</td>
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<td>HIST MED AND HEALTH CARE (School of Health and Rehabilitation Sciences students only.)</td>
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<td>AFRICAN-AMERICAN HEALTH ISSUES (School of Social Work students only.)</td>
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<td>Fapohunda, Abimbola Omolola</td>
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This course will introduce basic concepts of epidemiology for professionals in health and rehabilitation. Descriptive epidemiology, morbidity and mortality studies, and experimental epidemiology will be some of the topics explained and addressed.