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**Spring 2016 Courses**

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| **28527** | **AFRCNA** | **AFRCNA 0026** | **YORUBA 2** | | Aganga-Williams,Shirley Olayinka Aiyangar,Gretchen M Mauk,Claude E |
|  |  | TTh | 05:00 PM to 06:40 PM | CL G21 | 4 Credits |
| A description is not available at this time. | | | | | |
| **23565** | **AFRCNA** | **AFRCNA 0031** | **INTRODUCTION TO AFRCNA STUDIES** | | Alfonso Wells,Shawn Michelle |
|  | Meets Reqs: HS IFN  GLO | W | 06:00 PM to 08:30 PM | WWPH 4165 | 3 Credits |
| This is an introductory survey of the historical, political and socio-cultural experience of the global Africans with particular reference to the African Americans. The purpose of this course is to introduce students to the field of Africana studies. An interdisciplinary approach will be used to examine the eight primary subject areas of Black experience in the US. They include: history, religion, social organization, politics, economics, creative culture, psychology and education. The major strands of Afro-centric social theory and protest thought will also be employed to study the resistance and social change strategies embodied in the works and actions of movements, historical figures and creative cultural productions. | | | | | |
| **23564** | **AFRCNA** | **AFRCNA 0031** | **INTRODUCTION TO AFRCNA STUDIES** | | Covington-Ward,Yolanda |
|  | Meets Reqs: HS IFN  GLO | TTh | 10:00 AM to 10:50 AM | PUBHL A115 | 3 Credits |
| This is an introductory survey of the historical, political and socio-cultural experience of the global Africans with particular reference to the African Americans. The purpose of this course is to introduce students to the field of Africana studies. An interdisciplinary approach will be used to examine the eight primary subject areas of Black experience in the US. They include: history, religion, social organization, politics, economics, creative culture, psychology and education. The major strands of Afro-centric social theory and protest thought will also be employed to study the resistance and social change strategies embodied in the works and actions of movements, historical figures and creative cultural productions. | | | | | |
| **29790** | **AFRCNA** | **AFRCNA 0033** | **YORUBA 4** | | Aganga-Williams,Shirley Olayinka Aiyangar,Gretchen M Mauk,Claude E |
|  |  | MW | 05:00 PM to 06:15 PM | CL 318 | 3 Credits |
| A description is not available at this time. | | | | | |
| **10778** | **AFRCNA** | **AFRCNA 0212** | **WEST AFRICAN DANCE** | | Sharif,Oronde S. |
|  | Meets Reqs: IFN  REG | MW | 10:00 AM to 11:15 AM | TREES MPRL | 3 Credits |
| This course is designed to pursue at an introductory level specific ethnic dance forms of West Africa. These include the Yoruba of Nigeria, the Akan of Ghana and the Mande people of the Senegal-Gambia area. The dance cultures will be introduced from theoretical and aesthetic perspectives based upon historical material, videotapes illustrating the various ethnic dance forms and guest artists. The practicum will consist of learning specific dances of West Africa, such as "Gota" of Ghana, "Ajaja" of Nigeria and "Lenjen go" of the Senegal-Gambia area. | | | | | |
| **27270** | **AFRCNA** | **AFRCNA 0385** | **CARIBBEAN HISTORY** | | Reid,Michele B |
|  | Meets Reqs: HS IFN  REG | MW | 02:00 PM to 03:15 PM | LAWRN 104 | 3 Credits |
| 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 will 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. | | | | | |
| **11304** | **AFRCNA** | **AFRCNA 0524** | **SWAHILI 2** | | Kivuva,Leonora Anyango Aiyangar,Gretchen M Mauk,Claude E |
|  | Meets Reqs: L | MW | 04:00 PM to 05:40 PM | CL 2321 | 4 Credits |
| The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512. | | | | | |
| **17741** | **AFRCNA** | **AFRCNA 0526** | **SWAHILI 4** | | Kivuva,Leonora Anyango Aiyangar,Gretchen M Mauk,Claude E |
|  |  | MW | 06:00 PM to 07:15 PM | CL G16A | 3 Credits |
| The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512. | | | | | |
| **27593** | **AFRCNA** | **AFRCNA 0586** | **EARLY AFRICAN CIVILIZATIONS** | | Beeko,Eric |
|  | Meets Reqs: HS IFN  REG | TTh | 11:00 AM to 12:15 PM | CL 119 | 3 Credits |
| This course is an introduction to the most basic elements of African civilization and culture. It provides students with an interdisciplinary understanding of African people, their civilization, and diverse cultures. The course focuses on African traditional life, African contributions to world civilization, and the impact of other cultures on Africa. We will discuss the structure of the family, the community, communal participation, political institutions, and politics and society. | | | | | |
| **25180** | **AFRCNA** | **AFRCNA 0630** | **AFRO-AMERICAN HISTORY 2** | | Urban,Kelly Lauren Tsoukas,Liann E |
|  | Meets Reqs: HS | MW | 09:00 AM to 09:50 AM | WWPH 1500 | 3 Credits |
| This course will survey some of the main themes, controversies, and forces in African-American history from Reconstruction to the present. We will consider various aspects of the black experience such as migration, life in the rural south and urban north, work, family, culture, various forms of resistance and accommodation, and the quest for political identity and citizenship. | | | | | |
| **26760** | **AFRCNA** | **AFRCNA 0787** | **BLACK CONSCIOUSNESS** | | Woodson,Andrew J |
|  | Meets Reqs: PH | MWF | 10:00 AM to 10:50 AM | WWPH 4165 | 3 Credits |
| This course is designed to examine the concept of "Black Consciousness" within a multi-faceted context, covering its historical, philosophical, sociological, cultural and political roots as well as its various manifestations in Africa and its Diaspora. Leading exponents of the concept including Edward Wilmot Blyden, Martin Delaney, Marcus Garvey, Frantz Fanon, Aime Cesaire, Leopold Senghor, Steve Biko, Malcolm X, and music artists such as James Brown, Bob Marley, Peter Tosh and "Culture," among others will be discussed and analyzed. The concept evokes a wide range of reactions from adherents of the dominant Eurocentric paradigms as well as from emerging adherents of Afrocentric and related paradigms. Students will be provided with a rich array of constructs, debates, events and analyses, utilizing multi-media channels such as academic texts, popular magazines, video and audio tapes as well as music in its various formats, so as to further their research and learning interests, and to make real life connections to both the abstract and pragmatic dimensions of the concept. | | | | | |
| **29988** | **AFRCNA** | **AFRCNA 1021** | **HISTORY OF THE AFRCN DIASPORA** | |  |
|  |  | M | 06:00 PM to 08:30 PM | WWPH 4165 | 3 Credits |
| This course will focus on the global ramifications and impact of the African Diaspora. It will examine the historical roots of the African Diaspora and the triangular relationship between the African homeland and its European and American Diasporas. The central thrust of our study will incorporate the political, economic, cultural and intellectual frameworks for conceptualizing the American Diaspora. Of particular importance will be an examination of the role of the trans-Atlantic slave trade played in the creation of a new global economic order and its impact on the Diaspora identities. In this respect, the dialectical relationship between Africa and its Diaspora will be examined, using movements such as Pan-Africanism and cultural productions such as music and fabrics as case studies. The teaching method will combine lectures with a colloquial format. | | | | | |
| **25495** | **AFRCNA** | **AFRCNA 1026** | **AFRCN PRSEN LAT AMERN LIT/CULT** | | Branche,Jerome Clairmont Alan |
|  | Meets Reqs: IFN  COM | TTh | 02:30 PM to 03:45 PM | CL 204 | 3 Credits |
| This course seeks to apprehend some of the facets of black agency in the social, cultural, and political constitution of the colonial and post-colonial Hispanic world, within the current context of change and challenge to received epistemologies constitutive of "Latin" America. Its working corpus will be literary, anthropological, filmic, and historicist. The seminar will be conducted in Spanish and English. | | | | | |
| **29986** | **AFRCNA** | **AFRCNA 1201** | **GLOBAL DIASPORAS** | | Reid,Michele B |
|  | Meets Reqs: IFN  GLO | MW | 11:00 AM to 12:15 PM | WWPH 4165 | 3 Credits |
| 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 Africa 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? | | | | | |
| **23851** | **AFRCNA** | **AFRCNA 1309** | **WOMN OF AFRC & AFRCN DIASPORA** | | Covington-Ward,Yolanda |
|  | Meets Reqs: SS IFN | TTh | 01:00 PM to 02:15 PM | WWPH 4165 | 3 Credits |
| This course is a comparative study of the complex roles of women of African descent in cross-cultural perspective. The societies in which these roles will be examined include western and southern Africa, the United States, Brazil, and the Caribbean including Cuba. Among the topics to be explored are women's participation and/or lack of participation in these societies within and outside the domestic domain, issues surrounding gender relation, the impact of urbanization and industrialization on their roles, religious and political participation, health issues, class status, and Diasporan women as cultural workers. | | | | | |
| **18665** | **AFRCNA** | **AFRCNA 1353** | **COMPARATIVE DANCE EXPRESSION** | | Sharif,Oronde S. |
|  | Meets Reqs: EX | MW | 11:30 AM to 12:45 PM | TREES MPRL | 3 Credits |
| The purpose of this course is to examine how historical and cultural factors influence our perceptions of dance, expression, and how dance is used for social change and recovery and transformation. Particular attention will be given to how personal histories, aesthetic values, socio-political values including race, class, and gender, and spiritual beliefs impact our ideas about dance. This comparative study of dance aesthetic will explore how culture is transformed over different cultural contexts. These objectives will be accomplished through lectures, video, guest speakers, and dance. | | | | | |
| **30327** | **AFRCNA** | **AFRCNA 1510** | **HEALTH IN THE AFRICAN DIASPORA** | | Fapohunda,Abimbola Omolola |
|  |  | TTh | 04:30 PM to 05:45 PM | WWPH 4165 | 3 Credits |
| The African Diaspora refers to communities throughout the world that descend from the historic movement of peoples from Africa to the Americas, Europe, Asia, and the Middle East. This course examines the relationship between their history and health aiming to provide a deeper understanding about the health status of over 160 million descendants of the Transatlantic Slave Trade. Starting with the historical context of the Transatlantic Slave Trade, the course takes us on a journey through the unique health challenges faced by the African Diaspora in Europe and the Americas, highlighting health disparities, status and focusing on issues facing African descendants from ancient to modern times. | | | | | |
| **29693** | **AFRCNA** | **AFRCNA 1656** | **HISTORY OF AFRICA SINCE 1800** | | Miller,James M |
|  | Meets Reqs: IFN  REG | TTh | 11:00 AM to 12:15 PM | CL 230 | 3 Credits |
| Surveys the history of Africa from 1800 to the present day. Major themes include commerce between Africa and Europe, the imposition of European colonial rule in the nineteenth century, African resistance against colonialism and the Pan-Africanist movement, African nationalism, and the challenges faced by African nations since independence. | | | | | |
| **10260** | **AFRCNA** | **AFRCNA 1901** | **INDEPENDENT STUDY** | | Reid,Michele B Taylor,Jerome Sharif,Oronde S. |
|  |  |  | 12:00 AM to 12:00 AM | WWPH 4139 | 1 - 6 Credits |
| Students desiring to take an independent study should develop an outline of the independent study, consisting of a two to three page typed proposal containing (a) the SUBSTANCE of work to be accomplished, (b) the OBJECTIVES of the study, (c) the METHODOLOGY or APPROACH toward completion of the study, (d) the EVALUATION by which to determine when the objectives of the study are met, and (e) the SCHEDULE of meetings and interactions with the faculty sponsor that the student selects. These items will be reviewed by the individual faculty sponsor and agreed upon before any independent study is approved. | | | | | |
| **11121** | **AFRCNA** | **AFRCNA 1903** | **DIRECTED RESEARCH** | | Taylor,Jerome |
|  |  |  | 12:00 AM to 12:00 AM | WWPH 4139 | 1 - 6 Credits |
| Individual research under the supervision of a faculty member. Student must select a faculty sponsor to be able to work at their own pace on a particular project. Theoretical and conceptual interest in the emerging discipline of Africana Studies and the Black experience offer students dynamic, creative and intellectual avenues into new areas for discovery. | | | | | |
| **25134** | **ANTH** | **ANTH 0681** | **INTRODUCTION TO HUMAN EVOLUTN** | | Schwartz,Jeffrey H Zhang,Chi |
|  | Meets Reqs: NS | TTh | 10:00 AM to 10:50 AM | LAWRN 120 | 3 Credits |
| Introduction to the evolutionary history of our species, Homo sapiens, beginning with understanding our place among monkeys and apes, the diversity of our now extinct closest relatives, and, eventually, their -- and our -- possible evolutionary relationships. In order to pursue this topic properly we will delve into the areas of comparative anatomy, geology, and paleontology, as well as evolutionary theory, especially the concept of 'species' and figuring out evolutionary relationships. Lectures will rely heavily on slides and weekly handouts. There will be three exams. All will be based on T/F, multiple choice, fill-in, and 'identify this structure or specimen' types of questions. The final grade will be based on these exams, (e.27%, 27%, 27%), as well as attendance in lecture and recitations, participation in recitation, and performance on quizzes (19%).Students must enroll in a recitation section which serves as a forum for review as well as for the presentation of information complementary to the main lectures. This material will be included on exams and quizzes. | | | | | |
| **25048** | **ANTH** | **ANTH 0710** | **SPEC TOPICS IN CULTRL ANTHRO** | | Yearwood,Gabby Matthew Harlan |
|  | Meets Reqs: IFN  REG | MWF | 10:00 AM to 10:50 AM | WWPH 5200 | 3 Credits |
| Sport captures the minds and money of billions of people everyday, the Olympics, World Cup Soccer, American College Football, and Little League World Series. Yet despite its overwhelming significance in everyday life it goes largely ignored in Anthropological discussions. This course serves to introduce students to the significance and centrality of sport in understanding and interpreting social life. Sport will be critically examined through major anthropological categories of race, class, ethnicity, gender and power. We will be using sport as the focal point with which to examine varying attitudes, institutions and social dynamics. This will not be a history of sport nor will it be a cross-cultural comparison of different kinds of sport from around the world but rather this course will seek to demonstrate to you how sport figures into shaping of our worldview and structuring of social institutions. | | | | | |
| **10298** | **ANTH** | **ANTH 0780** | **INTRO TO CULTURAL ANTHROPOLOGY** | | Matza,Tomas A |
|  | Meets Reqs: SS | TTh | 12:00 PM to 12:50 PM | LAWRN 120 | 3 Credits |
| The goals of this course are to: 1) achieve a fundamental understanding of the central concepts and methods of cultural anthropology (including what cultural anthropologists do, how, and why); 2) enhance your understanding and appreciation of diverse lifestyles and life ways -- cultures B and by so doing 3) reflect upon and take a critical look at your own culture and society. Some topics to be covered in the course include economic and political systems, gender constructions, kinship and family, religion, language, and social change. This course will consist of lectures, films, readings, and recitations. | | | | | |
| **19756** | **ANTH** | **ANTH 0780** | **INTRO TO CULTURAL ANTHROPOLOGY** | | Kao,Philip Y |
|  | Meets Reqs: SS | MW | 11:00 AM to 11:50 AM | FKART 125 | 3 Credits |
| The goals of this course are to: 1) achieve a fundamental understanding of the central concepts and methods of cultural anthropology (including what cultural anthropologists do, how, and why); 2) enhance your understanding and appreciation of diverse lifestyles and life ways -- cultures B and by so doing 3) reflect upon and take a critical look at your own culture and society. Some topics to be covered in the course include economic and political systems, gender constructions, kinship and family, religion, language, and social change. This course will consist of lectures, films, readings, and recitations. | | | | | |
| **29322** | **ANTH** | **ANTH 1603** | **HUMAN ORIGINS** | | Schwartz,Jeffrey H |
|  |  | T | 01:00 PM to 04:00 PM | WWPH 1102 | 3 Credits |
| Undergraduate. The evolution of humans and our closest relatives is a fascinating as well as perplexing area of study. In part, we can learn much about our evolution by studying our own evolutionary group. But, because the subject is so close to us, various emotional components tend to be introduced into the supposed science of human paleontolog. To better understand our own evolutionary past, and to establish the necessary background for undertaking this task, the first weeks of the course will consist of: 1) an introduction to methods of reconstructing evolutionary relationships; 2) learning necessary anatomical and dental terminologies through study of skulls and teeth of recent primates, and casts of human fossils; 3) in order to set the stage for later discussion, an overview of primate evolution. We will also review the fossil evidence for human evolution through group study and discussion of human fossil casts, ranging from some of the earliest human relatives to some of the most recent. Each session will begin with the question: These specimens are commonly thought to represent x genius and y species. What do you think, and why? In the end, students will have acquired basic knowledge of comparative skeletal and dental morphology, a keen eye for studying fossils, and the ability to question claims about human evolution that fill the newspapers and textbooks | | | | | |
| **28327** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Whitehead,Jeffrey Robert |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **27110** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Lin,Hao-Li |
|  |  | Th | 06:00 PM to 08:30 PM | WWPH 3300 | 3 Credits |
| This course will discuss the 'environment' in a broader framework, which is not just about nature but also involves people, world views, and power relations. | | | | | |
| **27108** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Matza,Tomas A |
|  |  | TTh | 04:00 PM to 05:15 PM | WWPH 3300 | 3 Credits |
| This course explores some of the ways in which anthropology has intersected with psychology. It begins with a survey of the way anthropologists have borrowed psychological idioms/theories in their research, and then shifts to more recent work in which anthropologists have approached psychologists, and the mental health fields more broadly, as subjects for ethnographic research. Topics covered include: studies of 'culture and personality,' anthropologies of emotion and affect, trans-cultural psychiatry, the political-economy of psychological services, global mental health, and the expansion of pharmaceutical living. | | | | | |
| **26942** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Yearwood,Gabby Matthew Harlan |
|  |  | MW | 04:30 PM to 05:45 PM | WWPH 3300 | 3 Credits |
| This course takes a critical look at the narratives and discourses in and around race and its relationship to scientific thought that both essentializes and naturalizes bodies and their capabilities. We will explore narratives which use the tool and authoritative voice of science, scientific method and genetics. In addition, we will look at some of the historical and contemporary narratives of the biological underpinnings of race discourse and its incorporation into everyday imaginings of social identities. We will look at blogs, internet posts, media, and academic literature to view and critique the ways in which science logic becomes racialized logic. | | | | | |
| **27394** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Kao,Philip Y |
|  |  | MW | 04:30 PM to 05:45 PM | LAWRN 207 | 3 Credits |
| Anthropologists and their research are a continuing resource for international aid officials and policy makers, especially as they design, implement, and assess 'local' development projects. The anthropological perspective associated with translating/reconstructing the cultural world and dialoguing with others from 'the ground up' has paved the way for many successful case studies, leading to a copacetic appreciation of anthropology in development. Anthropologists who work as applied anthropologists or are employed by organizations such as the World Bank navigate between a diverse set of cultural models and stakeholder agendas. On the flip side, however, anthropologists have also critiqued development as a set of 'western' practices and power-laden discourses. Anthropological studies in this vein have helped to showcase the relative successes (and more often than not failures) of particular development efforts. The anthropologist of development, therefore, deconstruct the ideological workings of concepts such as human rights, participation and empowerment. This course will prepare students for thinking about anthropology not only as an academic discipline but also as a tool and 'application' that lends itself to various program interventions, criticisms and collaborations. The readings for this course will shed light on how international aid programs and social/economic development policies operate, and furthermore how knowledge and social/bureaucratic processes develop in and across various development issues such as food security, water, education, and gender equality. Conceptual themes that this class will investigate critically include human rights, 'indigenous' knowledge, poverty, forms of freedom, social capital, the markets, institutions, civil society, governance and the state, and tradition/modernity. | | | | | |
| **17430** | **ANTH** | **ANTH 1737** | **SPECIAL TOPICS IN CULTRL ANTH** | | Lin,Hao-Li |
|  |  | MW | 03:00 PM to 04:15 PM | CL 313 | 3 Credits |
| This course will explore how communities, both rural and urban, develop in terms of their resources, economies, and overall well-being, as well as the problems they encounter. | | | | | |
| **11670** | **CAS-UGRD** | **ARTSC 1545** | **STUDY ABROAD: KENYA** | | Mowery,Barbara Jane Oblak,Carolyn J Whitehead,Jeffrey Robert |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 1 - 15 Credits |
|  | | | | | |
| **11674** | **CAS-UGRD** | **ARTSC 1551** | **STUDY ABROAD: MOROCCO** | | Mowery,Barbara Jane Oblak,Carolyn J Whitehead,Jeffrey Robert |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 1 - 15 Credits |
|  | | | | | |
| **11815** | **CAS-UGRD** | **ARTSC 1619** | **STUDY ABROAD: EGYPT** | | Mowery,Barbara Jane Oblak,Carolyn J Whitehead,Jeffrey Robert |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 1 - 15 Credits |
|  | | | | | |
| **11692** | **CAS-UGRD** | **ARTSC 1623** | **STUDY ABROAD: GHANA** | | Oblak,Carolyn J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 1 - 15 Credits |
|  | | | | | |
| **20184** | **CAS-UGRD** | **ARTSC 1627** | **STUDY ABROAD: MADAGASCAR** | | Oblak,Carolyn J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 - 15 Credits |
|  | | | | | |
| **18328** | **CAS-UGRD** | **ARTSC 1630** | **STUDY ABROAD: SENEGAL** | | Oblak,Carolyn J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 1 - 15 Credits |
|  | | | | | |
| **11695** | **CAS-UGRD** | **ARTSC 1638** | **STUDY ABROAD: TANZANIA** | | Oblak,Carolyn J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 1 - 15 Credits |
|  | | | | | |
| **11696** | **CAS-UGRD** | **ARTSC 1639** | **STUDY ABROAD: SOUTH AFRICA** | | Oblak,Carolyn J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 1 - 15 Credits |
|  | | | | | |
| **26116** | **CGS** | **MUSIC 0311** | **INTRODUCTION TO WORLD MUSIC** | | Humphrey,Ashley Renee |
|  | Meets Reqs: MA  COM | W | 06:00 PM to 08:30 PM | BELLH 309 | 3 Credits |
| 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. | | | | | |
| **28745** | **CGS** | **MUSIC 1340** | **MUSIC IN AFRICA** | | Beeko,Eric |
|  | Meets Reqs: IFN  REG | T | 06:00 PM to 08:30 PM | MUSIC 123 | 3 Credits |
| This course examines the historical social and cultural background of music in Africa with particular references to music in community life, performing groups, the tringin gof musicians, instrument structures in African music, and the interrelations of music and dance. (Slides, films and recordings will be used to illustrate lectures) | | | | | |
| **26139** | **CGS** | **SOC 0477** | **MEDICAL SOCIOLOGY** | | Kerr,Margaret Anna |
|  |  |  | 12:00 AM to 12:00 AM | WEBTBA | 3 Credits |
| 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 also 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. | | | | | |
| **30350** | **COMMH** | **COMMRC 1731** | **SPECIAL TOPICS IN RHETORIC** | | Marshall,David Lachlan |
|  | Meets Reqs: W |  |  |  | 3 Credits |
| This course helps us answer questions that will be crucial for tomorrow's communities of inquiry. How should we understand creativity, imagination, and invention? What are the conditions most conducive to innovation? What can histories of creative individuals and creative groups tell us about the origins of, to use the TED lingo, 'ideas worth spreading'? This course examines creativity in a variety of contexts, both scientific and artistic. It draws on the best work in a number of disciplines, including rhetoric, philosophy of science, literary theory, economics, and intellectual history. And students will have the opportunity to fashion projects on case studies of their choosing. The course satisfies three credit hours toward the interdisciplinary core seminar coursework requirement in the Honors College Certificate in Undergraduate Studies. Students without the GPA or course prerequisites designated by the UHC may also enroll with the permission of the instructor. | | | | | |
| **30350** | **COMMH** | **COMMRC 1731** | **SPECIAL TOPICS IN RHETORIC** | | Marshall,David Lachlan |
|  | Meets Reqs: W | M | 06:00 PM to 08:30 PM | CL 253 | 3 Credits |
| This course helps us answer questions that will be crucial for tomorrow's communities of inquiry. How should we understand creativity, imagination, and invention? What are the conditions most conducive to innovation? What can histories of creative individuals and creative groups tell us about the origins of, to use the TED lingo, 'ideas worth spreading'? This course examines creativity in a variety of contexts, both scientific and artistic. It draws on the best work in a number of disciplines, including rhetoric, philosophy of science, literary theory, economics, and intellectual history. And students will have the opportunity to fashion projects on case studies of their choosing. The course satisfies three credit hours toward the interdisciplinary core seminar coursework requirement in the Honors College Certificate in Undergraduate Studies. Students without the GPA or course prerequisites designated by the UHC may also enroll with the permission of the instructor. | | | | | |
| **17431** | **ECON** | **ECON 0530** | **INTRO TO DEVELOPMENT ECONOMICS** | | Noroski,Paul J |
|  | Meets Reqs: IFN  COM | TTh | 02:30 PM to 03:45 PM | WWPH 4900 | 3 Credits |
| 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 | | | | | |
| **28373** | **ENGLISH** | **ENGLIT 0300** | **INTRODUCTION TO LITERATURE** | | Bove,Carol Mastrangelo |
|  | Meets Reqs: LIT   W | TTh | 01:00 PM to 02:15 PM | CL 142 | 3 Credits |
| English Literature 300-1030, 28373 Introduction to Literature ( TT, 1 pm), Translating America and TitubaLike all first-level courses designed to satisfy the General Education Literature requirement, English Literature 300 examines significant works and introduces students to the techniques of literary analysis. The focus is on ways of thinking about literary genres.This sections of the course, Translating America and Tituba, uses literature and film to raise questions about American culture, including African-American: how the United States sees itself, and how other cultures, including the Caribbean, see it. Gender and race lie at the heart of the syllabus including classic and less well-known texts from the US, the Caribbean, and Canada focusing on categories of women within a patriarchal context. The image of the black woman including Tituba is prominent in three of these texts: Hawthorne's The Scarlet Letter, Faulkner's A Rose for Emily (film version as well), Miller's The Crucible, HÃ©bert's Kamouraska, CondÃ©'s I, Tituba, Black Witch of Salem, and Palcy's Sugar Cane Alley. No pre-requisite in foreign language is required. You choose the topic for the group project.Carries credit for GEC literature and writing requirements; also for Gender, Sexuality, and Women's Studies; and African Studies certificates. | | | | | |
| **11138** | **ENGLISH** | **ENGLIT 0500** | **INTRO TO CRITICAL READING** | | Bove,Carol Mastrangelo |
|  | Meets Reqs: LIT   W | TTh | 11:00 AM to 12:15 PM | CL 142 | 3 Credits |
| This course studies significant texts in world literature and film in conjunction with influential criticism. Beginning with your own close reading, you will explore the uses and limits of different forms of criticism, especially cultural/historical and feminist, informed by translation studies. Readings include a little-known Italian novel dealing with sexist law, Aleramo's A Woman; a French novel about a young Algerian immigrant, Tournier's Golden Droplet; and a Caribbean film dealing with Africa, Palcy's Dry, White Season.Carries credit for GEC literature and writing; also for Gender, Sexuality, and Women's Studies; and African Studies certificates. | | | | | |
| **10718** | **ENGLISH** | **ENGLIT 1380** | **WORLD LITERATURE IN ENGLISH** | | Puri,Shalini |
|  | Meets Reqs: EX  COM | TTh | 11:00 AM to 12:15 PM | CL 216 | 3 Credits |
| 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 problematics of fragmentation, temporality and formal sensibility commonly associated with modernism. | | | | | |
| **16309** | **FR-ITAL** | **FR 0001** | **ELEMENTARY FRENCH 1** | | Veronisauret,Chia G |
|  |  | MTWThF | 11:00 AM to 11:50 AM | CL 249 | 5 Credits |
| This 5-hour-per-week course introduces students to the French language, and is designed to develop both linguistic and sociolinguistic competence in both spoken and written French. Because the focus is on task-centered communication, the class is conducted entirely in the target language. Course objectives for Elementary French 1 are: a) to speak French well enough to describe, narrate and ask questions in the present about a variety of everyday topics such as family, work, eating and traveling; b) to make short statements and answer simple questions about the past; c) to understand French well enough to grasp main ideas and some supporting details in short conversations about everyday topics; d) to understand simple written French well enough to grasp main ideas and some supporting details; e) to write sentences and short paragraphs on everyday topics; f) to develop an awareness of French-speaking cultures; f) to understand, at a basic level, how French functions as a language. This course is for students with little or no previous exposure to the language and its cultures. | | | | | |
| **10465** | **FR-ITAL** | **FR 0001** | **ELEMENTARY FRENCH 1** | | Veronisauret,Chia G |
|  |  | MTWThF | 12:00 PM to 12:50 PM | CL 236 | 5 Credits |
| This 5-hour-per-week course introduces students to the French language, and is designed to develop both linguistic and sociolinguistic competence in both spoken and written French. Because the focus is on task-centered communication, the class is conducted entirely in the target language. Course objectives for Elementary French 1 are: a) to speak French well enough to describe, narrate and ask questions in the present about a variety of everyday topics such as family, work, eating and traveling; b) to make short statements and answer simple questions about the past; c) to understand French well enough to grasp main ideas and some supporting details in short conversations about everyday topics; d) to understand simple written French well enough to grasp main ideas and some supporting details; e) to write sentences and short paragraphs on everyday topics; f) to develop an awareness of French-speaking cultures; f) to understand, at a basic level, how French functions as a language. This course is for students with little or no previous exposure to the language and its cultures. | | | | | |
| **10466** | **FR-ITAL** | **FR 0001** | **ELEMENTARY FRENCH 1** | | Cridlin,Robert Cole |
|  |  | MTWThF | 01:00 PM to 01:50 PM | CL 237 | 5 Credits |
| This 5-hour-per-week course introduces students to the French language, and is designed to develop both linguistic and sociolinguistic competence in both spoken and written French. Because the focus is on task-centered communication, the class is conducted entirely in the target language. Course objectives for Elementary French 1 are: a) to speak French well enough to describe, narrate and ask questions in the present about a variety of everyday topics such as family, work, eating and traveling; b) to make short statements and answer simple questions about the past; c) to understand French well enough to grasp main ideas and some supporting details in short conversations about everyday topics; d) to understand simple written French well enough to grasp main ideas and some supporting details; e) to write sentences and short paragraphs on everyday topics; f) to develop an awareness of French-speaking cultures; f) to understand, at a basic level, how French functions as a language. This course is for students with little or no previous exposure to the language and its cultures. | | | | | |
| **10980** | **FR-ITAL** | **FR 0002** | **ELEMENTARY FRENCH 2** | | Trenton,John David |
|  | Meets Reqs: L | MW | 06:00 PM to 08:05 PM | CL 237 | 5 Credits |
| As a continuation of French 1 or French 1 on-line, this 5-hour-per-week course introduces students to the French language, building on skills gained in French 1 or French 1 on-line. Culturally-contextualized comprehension and production abilities in both written and spoken form are stressed. Because the focus is on communication, French 2 is taught entirely in the target language. Objectives are similar to those in French 1, but expanded for this more advanced level. | | | | | |
| **11508** | **FR-ITAL** | **FR 0002** | **ELEMENTARY FRENCH 2** | | Ezvan,Brendan |
|  | Meets Reqs: L | MTWThF | 11:00 AM to 11:50 AM | CL 235 | 5 Credits |
| As a continuation of French 1 or French 1 on-line, this 5-hour-per-week course introduces students to the French language, building on skills gained in French 1 or French 1 on-line. Culturally-contextualized comprehension and production abilities in both written and spoken form are stressed. Because the focus is on communication, French 2 is taught entirely in the target language. Objectives are similar to those in French 1, but expanded for this more advanced level. | | | | | |
| **20426** | **FR-ITAL** | **FR 0002** | **ELEMENTARY FRENCH 2** | | Ertunga,Mert H |
|  | Meets Reqs: L | MTWThF | 11:00 AM to 11:50 AM | CL 218 | 5 Credits |
| As a continuation of French 1 or French 1 on-line, this 5-hour-per-week course introduces students to the French language, building on skills gained in French 1 or French 1 on-line. Culturally-contextualized comprehension and production abilities in both written and spoken form are stressed. Because the focus is on communication, French 2 is taught entirely in the target language. Objectives are similar to those in French 1, but expanded for this more advanced level. | | | | | |
| **10467** | **FR-ITAL** | **FR 0002** | **ELEMENTARY FRENCH 2** | | Ertunga,Mert H |
|  | Meets Reqs: L | MTWThF | 12:00 PM to 12:50 PM | CL 229 | 5 Credits |
| As a continuation of French 1 or French 1 on-line, this 5-hour-per-week course introduces students to the French language, building on skills gained in French 1 or French 1 on-line. Culturally-contextualized comprehension and production abilities in both written and spoken form are stressed. Because the focus is on communication, French 2 is taught entirely in the target language. Objectives are similar to those in French 1, but expanded for this more advanced level. | | | | | |
| **29579** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **25199** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Skukan,Lesa A Giazzoni,Michael J Grube,Caily Linda |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **29580** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **25200** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Grube,Caily Linda Skukan,Lesa A Giazzoni,Michael J |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **29581** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **27640** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Skukan,Lesa A Giazzoni,Michael J Grube,Caily Linda |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **10758** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Cretaux,Clemence M |
|  | Meets Reqs: L | MWF | 11:00 AM to 11:50 AM | CL 219 | 3 Credits |
| This intermediate, three hour-per-week course builds on the skills acquired during the first year of study in French 1 and 2, while further developing linguistic and sociolinguistic competence in French. Because the focus is on communication, the course is taught entirely in the target language. Course objectives for French 3 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "survive" in a francophone culture, i.e., the ability to talk about self and surroundings in some detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **10469** | **FR-ITAL** | **FR 0003** | **INTERMEDIATE FRENCH 1** | | Cretaux,Clemence M |
|  | Meets Reqs: L | MWF | 12:00 PM to 12:50 PM | CL 249 | 3 Credits |
| This intermediate, three hour-per-week course builds on the skills acquired during the first year of study in French 1 and 2, while further developing linguistic and sociolinguistic competence in French. Because the focus is on communication, the course is taught entirely in the target language. Course objectives for French 3 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "survive" in a francophone culture, i.e., the ability to talk about self and surroundings in some detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **25201** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Skukan,Lesa A Giazzoni,Michael J Grube,Caily Linda |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **29590** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **29591** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | |  |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **16310** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Tomkowicz,Paulina |
|  |  | MW | 06:00 PM to 07:15 PM | CL 219 | 3 Credits |
| As a continuation of French 3, this 3-hour course builds on the linguistic and sociolinguistic skills acquired in French 3. The focus is on communication and instruction is entirely in the target language. Course objectives for French 4 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "get along" in a francophone culture, i.e., the ability to talk about self and surroundings with a bit of detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **20845** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | | Boum Make,Jennifer Marie |
|  |  | MWF | 12:00 PM to 12:50 PM | CL 253 | 3 Credits |
| As a continuation of French 3, this 3-hour course builds on the linguistic and sociolinguistic skills acquired in French 3. The focus is on communication and instruction is entirely in the target language. Course objectives for French 4 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "get along" in a francophone culture, i.e., the ability to talk about self and surroundings with a bit of detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **11718** | **FR-ITAL** | **FR 0004** | **INTERMEDIATE FRENCH 2** | |  |
|  |  | MWF | 11:00 AM to 11:50 AM | CL 335 | 3 Credits |
| As a continuation of French 3, this 3-hour course builds on the linguistic and sociolinguistic skills acquired in French 3. The focus is on communication and instruction is entirely in the target language. Course objectives for French 4 are as follows: 1) speak French well enough to ask and answer questions in various situations beyond what is needed to simply "get along" in a francophone culture, i.e., the ability to talk about self and surroundings with a bit of detail; 2) understand enough spoken French to grasp main ideas and some supporting details in short conversations related to topics above; 3) read well enough to understand principal themes and most details in simple literary and non-literary texts; 4) write longer and more cohesive paragraphs; 5) cultivate a deeper understanding of French-speaking cultures; 6) gain a better understanding of how French works as a language. | | | | | |
| **26719** | **FR-ITAL** | **FR 1053** | **GLOBAL FRENCH** | | Walsh,John P |
|  | Meets Reqs: W | TTh | 11:00 AM to 12:15 PM | CL 219 | 3 Credits |
| This course frames questions about French and francophone literature, culture and film in a global context to ask, how can one be French and global? We will investigate spaces, objects, environments, and texts (including their readers/viewers and histories) that allow us to think about articulations of, and connections between, France and the world in different transcultural, literary, and historical contexts. The course materials cover the Middles Ages to the contemporary period and include literary texts, historical documents, film, visual culture, critical readings, and online sources. Coursework and discussions are in French, enabling students to develop and refine their linguistic skills (speaking, reading, writing, and listening) throughout the semester. A Writing-Intensive course, this seminar helps students to hone their skills of literary and cultural analysis through original research in which they explore a global perspective on French and francophone studies. Students will write approximately 25 pages of work, including informal writing, short essays, and a longer research project. TAUGHT IN FRENCH | | | | | |
| **29788** | **HA-A** | **HAA 1103** | **RELIGIONS OF ANCIENT EGYPT** | | Denova,Rebecca I |
|  | Meets Reqs: REG | TTh | 09:30 AM to 10:45 AM | FKART 203 | 3 Credits |
| 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 Osirian 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 sessions at the Egyptian Exhibit of the Carnegie Museum of Natural History and designing public educational materials that will help illuminate this ancient culture. | | | | | |
| **12432** | **HISPANIC** | **PORT 0001** | **ELEMENTARY PORTUGUESE 1** | | Chamberlain,Bobby J |
|  |  | MTWThF | 10:00 AM to 10:50 AM | CL 304 | 5 Credits |
| Graduate students should register for Port 1001 if they want to take this course.) Basic elements of Brazilian Portuguese emphasizing a development of speaking, listening, reading, and writing skills. Grammatical structures, vocabulary and readings are presented as tools for developing good communication skills. Students will also be exposed to Brazilian culture.Prerequisite(s): none | | | | | |
| **19723** | **HISPANIC** | **PORT 0003** | **INTERMEDIATE PORTUGUESE 3** | | Carvalho,Ana Paula Raulino De |
|  |  | MWF | 01:00 PM to 01:50 PM | CL G16A | 3 Credits |
| (Graduate students should register for Port 1003 if they want to take this course.) A continuation of the development of conversational as well as reading and writing skills. There will be an emphasis on vocabulary expansion, correction of problematic structures and an introduction to some texts of Brazilian literature. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course.Prerequisite(s): PREQ: PORT 0002 or 1002 or 1010 (MIN GRADEThis course is offered every fall and spring. | | | | | |
| **10893** | **HISPANIC** | **PORT 0004** | **INTERMEDIATE PORTUGUESE 4** | | Lobo,Danielle Christina Vieira |
|  |  | MWF | 02:00 PM to 02:50 PM | CL G16A | 3 Credits |
| (Graduate students should register for Port 1004 if they want to take this course.) This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions.Prerequisite(s): PREQ: PORT 0003 or 1003 (MIN GRADECheck with the department on how often this course is offered. | | | | | |
| **12433** | **HISPANIC** | **PORT 1001** | **ELEMENTARY PORTUGUESE 1** | | Chamberlain,Bobby J |
|  |  | MTWThF | 10:00 AM to 10:50 AM | CL 304 | 5 Credits |
| (Graduate students should register for Port 1001 if they want to take this course.) Basic elements of Brazilian Portuguese emphasizing a development of speaking, listening, reading, and writing skills. Grammatical structures, vocabulary and readings are presented as tools for developing good communication skills. Students will also be exposed to Brazilian culture. | | | | | |
| **19724** | **HISPANIC** | **PORT 1003** | **INTERMEDIATE PORTUGUESE 3** | | Carvalho,Ana Paula Raulino De |
|  |  | MWF | 01:00 PM to 01:50 PM | CL G16A | 3 Credits |
| (Graduate students should register for Port 1003 if they want to take this course.) A continuation of the development of conversational as well as reading and writing skills. There will be an emphasis on vocabulary expansion, correction of problematic structures and an introduction to some texts of Brazilian literature. | | | | | |
| **10894** | **HISPANIC** | **PORT 1004** | **INTERMEDIATE PORTUGUESE 4** | | Lobo,Danielle Christina Vieira |
|  |  | MWF | 02:00 PM to 02:50 PM | CL G16A | 3 Credits |
| (Graduate students should register for Port 1004 if they want to take this course.) This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions.Prerequisite(s): PREQ: PORT 0003 or 1003 (MIN GRADECheck with the department on how often this course is offered. | | | | | |
| **20874** | **HISPANIC** | **SPAN 1707** | **AFRCN PRSEN LAT AMERN LIT/CULT** | | Whitehead,Jeffrey Robert |
|  |  |  | 12:00 AM to 12:00 AM | TBA | 3 Credits |
|  | | | | | |
| **25494** | **HISPANIC** | **SPAN 1707** | **AFRCN PRSEN LAT AMERN LIT/CULT** | | Branche,Jerome Clairmont Alan |
|  | Meets Reqs: IFN  COM | TTh | 02:30 PM to 03:45 PM | CL 204 | 3 Credits |
| This course seeks to apprehend some of the facets of black agency in the social, cultural, and political constitution of the colonial and post-colonial Hispanic world, within the current context of change and challenge to received epistemologies constitutive of "Latin" America. Its working corpus will be literary, anthropological, filmic, and historicist. The seminar will be conducted in Spanish and English. This course is offered as needed.Pre- or Co-requisite(s): noneThis course is offered infrequently. | | | | | |
| **27271** | **HIST** | **HIST 0521** | **CARIBBEAN HISTORY** | | Reid,Michele B |
|  | Meets Reqs: HS IFN  REG | MW | 02:00 PM to 03:15 PM | LAWRN 104 | 3 Credits |
| 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 will 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. | | | | | |
| **25179** | **HIST** | **HIST 0671** | **AFRO-AMERICAN HISTORY 2** | | Urban,Kelly Lauren Tsoukas,Liann E |
|  | Meets Reqs: HS | MW | 09:00 AM to 09:50 AM | WWPH 1500 | 3 Credits |
| This course will survey some of the main themes, controversies, and forces in African-American history from Reconstruction to the present. We will consider various aspects of the black experience such as migration, life in the rural south and urban north, work, family, culture, various forms of resistance and accommodation, and the quest for political identity and citizenship. | | | | | |
| **27407** | **HIST** | **HIST 1001** | **INTRODUCTORY SEMINAR** | | Roege,Pernille |
|  | Meets Reqs: W | W | 12:00 PM to 02:30 PM | WWPH 3700 | 3 Credits |
| This course introduces History majors to the historian's craft. Students will learn how to analyse primary and secondary sources (identify key arguments, evaluate use of evidence), assess historiographical debates, and develop their writing skills. To that end, the course will focus on the European Enlightenment as an intellectual and cultural movement, in and above national contexts. Assignments include the writing of several shorter essays on enlightenment topics (such as natural law, government reform, religious tolerance, political economy, race and gender, colonialism) and on historical interpretations (high Enlightenment, low Enlightenment, Enlightenment/s, the counter-Enlightenment). A longer research paper is due at the end of term. In-class revision and discussion of students' written work form an important part of the course. | | | | | |
| **27408** | **HIST** | **HIST 1001** | **INTRODUCTORY SEMINAR** | | Thum,Gregor |
|  | Meets Reqs: W | M | 01:00 PM to 03:25 PM | WWPH 3501 | 3 Credits |
| This course introduces students to the ways historians think and work. By exploring the history of "real existing socialism" students not only get the opportunity to better understand a political, economic, and cultural phenomenon of global importance in the twentieth century, but also to learn how to find historical information, how to read primary and secondary sources critically, and how to develop and write argument-driven papers. | | | | | |
| **29374** | **HIST** | **HIST 1058** | **GLOBAL HISTORY OF DANCE** | | Winerock,Emily Frances |
|  | Meets Reqs: HS IFN  COM | Th | 06:30 PM to 08:00 PM | CL 208A | 3 Credits |
| We find dancing in every world culture and throughout history, but the dances of each place and time are specific, distinctive, and ever changing. This makes dance both an excellent and a problematic subject for cultural and historical comparisons. The Global History of Dance investigates the types, uses, and understandings of dance across the globe and examines shifting attitudes and practices from the Renaissance to today. We will consider themes such as dance as a spiritual practice, a tool of the state, and an expression of personal identity, and we will examine a broad diversity of styles, from belly dance to b-boying to ballet to bharata natyam. Participatory workshops and video viewing assignments will supplement lectures and readings, and students will write a performance review, as well as a research paper. | | | | | |
| **29374** | **HIST** | **HIST 1058** | **GLOBAL HISTORY OF DANCE** | | Winerock,Emily Frances |
|  | Meets Reqs: HS IFN  COM | T | 11:00 AM to 12:15 PM | WWPH 3415 | 3 Credits |
| We find dancing in every world culture and throughout history, but the dances of each place and time are specific, distinctive, and ever changing. This makes dance both an excellent and a problematic subject for cultural and historical comparisons. The Global History of Dance investigates the types, uses, and understandings of dance across the globe and examines shifting attitudes and practices from the Renaissance to today. We will consider themes such as dance as a spiritual practice, a tool of the state, and an expression of personal identity, and we will examine a broad diversity of styles, from belly dance to b-boying to ballet to bharata natyam. Participatory workshops and video viewing assignments will supplement lectures and readings, and students will write a performance review, as well as a research paper. | | | | | |
| **29376** | **HIST** | **HIST 1144** | **IBERIAN EMPR ERLY MOD GLBLZATN** | | Gebhardt,Jonathan M |
|  | Meets Reqs: HS IFN  GLO | TTh | 01:00 PM to 02:15 PM | CL 252 | 3 Credits |
| The Iberian peninsula: the birthplace of globalization? Beginning in the early fifteenth century, Portuguese and Spaniards left their homelands to establish trading posts, colonies, and missions in Africa, Asia, and the Americas. By the turn of the seventeenth century, Philip II, king of Spain and Portugal, ruled over a sprawling imperial web that stretched from Madrid and Lisbon to Mexico City to Manila and Macau -- the first empire 'on which the sun never set.' In this course, we will explore how that globe-spanning empire developed, and consider how it took different forms in different places. Spanish conquistadors toppled existing empires in Mexico and Peru, while the Portuguese colonization of Brazil proceeded more gradually; Portuguese influence in India was more limited, while the Spaniards were unable to realize their dreams of conquering China. We will investigate how the evolution of empire was shaped by the nature of relations between the representatives of Portugal, Spain, and the Catholic Church -- officials, soldiers, adventurers, merchants, churchmen -- and the peoples they encountered overseas. Looking at Catholic evangelization and global commercial exchange, we will see how modes of domination and interaction operated simultaneously. Throughout the course, we will consider how the Iberian empires of the early modern period have shaped the world we live in today. | | | | | |
| **29382** | **HIST** | **HIST 1725** | **DISEASE & HEALTH IN MOD AFRICA** | | Webel,Mari Kathryn |
|  | Meets Reqs: HS IFN  COM | MW | 03:00 PM to 04:15 PM | CL 208A | 3 Credits |
| This course explores the history and present of health and healing in sub-Saharan Africa from the era of the trans-Atlantic slave trade to the present day. We will consider disease, illness, and treatment from diverse perspectives, including the international organizations and state institutions promoting improvements in global public health, the African states and communities coping with illness and health interventions, and the individuals whose personal histories and experiences shed light on the day-to-day impact of the interest of so many different stakeholders. Taking a continent-wide approach to broad trends that have impacted health, we will also examine specific cases in their regional and national contexts. Ranging from pre-colonial healing traditions to livestock epidemics in the late 19th century to the battles against polio and Ebola in the early 21st century, we will pursue the social, political, and economic meanings of health and healing in Africa and examine how they have changed over time.In seeking to understand both change and continuity in Africans' experiences of illness and misfortune, we will pursue several lines of inquiry, including: within what different social, political, economic, and cultural contexts can health interventions be understood? How have historical processes shaped understandings of disease, misfortune, and illness in African societies, as well as the remedies developed to alleviate suffering or restore wellness? What are the historical causes of health disparities between different regions of the globe, and within different populations in Africa? How and when did health in Africa become a global issue?We will also consider how and why emerging diseases were understood as 'new' or 'old,' placing international attention in the context of local experience in Africa. We will engage with the goals of public health, particularly ideas about eradication, vaccination, and prevention as they lead us to think about how people, environments, and causes of illness are perceived, understood, and defined, both n Africa and the wider world. We will also explore the continuing challenges posed by chronic diseases and non-infectious sources of illness. | | | | | |
| **29675** | **HIST** | **HIST 1761** | **CONTEM ISLAM: INTERNAL DEBATES** | | Peterson,Luke M |
|  |  | TTh | 02:30 PM to 03:45 PM | CL 242 | 3 Credits |
| This course will explore the cultural and social expression of Islam in various geographic and political contexts in the contemporary period. Course lectures will look at the theology, history, and contemporary state of Islam as both a religion and as a form of political expression. The relationship between political institutions and social, civil, and religious ones will likewise be a focus of class readings, discussions, and graded material. Finally, the rise of fundamentalist, Islamist groups over the course of the last two decades will be examined in the course of investigating the crossover between the cultural, the social, and the political. | | | | | |
| **24991** | **HIST** | **HIST 1772** | **RACE, CASTE ETHNY GLBL PERSP** | | Glasco,Laurence |
|  | Meets Reqs: HS IFN  COM | TTh | 02:30 PM to 03:45 PM | CL 221 | 3 Credits |
| This course will examine historical patterns of race relations in the U.S., Latin America (Brazil, Cuba), Africa (South Africa), and Asia (India). For India, the focus will be more on caste relations, particularly untouchability, as a counterpoint to caste-like race relations in the U. S. and South Africa. The course will include pictures, videos and other materials acquired on trips to those locations in 1993, 1997 and 2002. The overall goal of the course will be comparative: to examine the operation of these processes in a variety of economic, political and cultural settings. | | | | | |
| **29695** | **HIST** | **HIST 1796** | **HISTORY OF AFRICA SINCE 1800** | | Miller,James M |
|  | Meets Reqs: HS IFN  REG | TTh | 11:00 AM to 12:15 PM | CL 230 | 3 Credits |
| This course explores the history of Africa since c. 1800. In this course, we'll be learning about different models of colonialism and the power relationships which European rule produced. We'll be engaging with nascent anti-colonial movements and ideologies, studying how African elites constructed their visions for the future. Finally, we'll be grappling with the realities of post-colonialism, exploring just why those elites found it so difficult to realise their visions. The course provides students with a deep historical foundation for understanding why Africa is the way it is today, while providing more targeted opportunities for them to specialise in particular historical problems or geographical regions than interest them particularly. Students will read major works in African literature and learn to discuss their themes in depth. They will also have the opportunity to read some of the most exciting scholarship from Africanist scholars, including not only historians but also social and political scientists. The course also endeavours to reconstruct connections between Africa and the world outside, approaching African history in a global and transnational context. Students will learn not only about Nelson Mandela and Kwame Nkrumah, but about Fidel Castro's ideological adventures in Africa, Frantz Fanon's anti-colonial treatises, Live Aid, why Africa struggled to produce stable post-colonial states where East Asia succeeded, the global anti-apartheid movement, and much more. We will approach Africa as a part of world history -- not apart from it.Africa since 1800 also develops the core skills of the history major. Students will learn to interpret African history through a range of primary source material, including government documents, speeches, memoirs, films, and literature. Students should leave the course understanding how to read primary sources critically, evaluate contrasting arguments, and write coherently and effectively in support of a given thesis. | | | | | |
| **25107** | **LING** | **LING 0142** | **MOD STNDRD ARABIC 2/EGYPTIAN 2** | | Attia,Amani Elaswalli,Amro Mahmoud |
|  |  | MW | 06:00 PM to 08:05 PM | CL 2321 | 5 Credits |
| A description is not available at this time. | | | | | |
| **23928** | **LING** | **LING 0142** | **MOD STNDRD ARABIC 2/EGYPTIAN 2** | | Attia,Amani Abd Elsalam,Ola Mohamed Kamal |
|  |  | MTWThF | 01:00 PM to 01:50 PM | CL G21 | 5 Credits |
| A description is not available at this time. | | | | | |
| **27958** | **LING** | **LING 0144** | **MOD STNDRD ARABIC 4/EGYPTIAN 4** | | Attia,Amani Salim,Ibrahim |
|  |  | TTh | 09:00 AM to 10:40 AM | CL G21 | 4 Credits |
| A description is not available at this time. | | | | | |
| **25110** | **LING** | **LING 0144** | **MOD STNDRD ARABIC 4/EGYPTIAN 4** | | Attia,Amani Salim,Ibrahim |
|  |  | TTh | 11:00 AM to 12:40 PM | CL G16B | 4 Credits |
| A description is not available at this time. | | | | | |
| **23922** | **LING** | **LING 0152** | **MOD STNDRD ARABIC2/LEVANTINE 2** | | Al-Hashimi,Rasha Wahidi Attia,Amani |
|  |  | Th | 01:00 PM to 01:50 PM | CL 321 | 5 Credits |
| A description is not available at this time. | | | | | |
| **26754** | **LING** | **LING 0152** | **MOD STNDRD ARABIC2/LEVANTINE 2** | | Al-Hashimi,Rasha Wahidi Attia,Amani |
|  |  | TTh | 11:00 AM to 12:15 PM | CL G16A | 5 Credits |
| A description is not available at this time. | | | | | |
| **26754** | **LING** | **LING 0152** | **MOD STNDRD ARABIC2/LEVANTINE 2** | | Al-Hashimi,Rasha Wahidi Attia,Amani |
|  |  | M | 11:00 AM to 12:40 PM | CL 2321 | 5 Credits |
| A description is not available at this time. | | | | | |
| **23922** | **LING** | **LING 0152** | **MOD STNDRD ARABIC2/LEVANTINE 2** | | Al-Hashimi,Rasha Wahidi Attia,Amani |
|  |  | MW | 01:00 PM to 02:40 PM | CL G16B | 5 Credits |
| A description is not available at this time. | | | | | |
| **25111** | **LING** | **LING 0154** | **MOD STNDRD ARABIC4/LEVANTINE 4** | | Attia,Amani Al-Hashimi,Rasha Wahidi |
|  |  | TTh | 03:00 PM to 04:40 PM | CL G21 | 4 Credits |
| A description is not available at this time. | | | | | |
| **11250** | **LING** | **LING 0502** | **SWAHILI 2** | | Aiyangar,Gretchen M Mauk,Claude E Kivuva,Leonora Anyango |
|  | Meets Reqs: L | MW | 04:00 PM to 05:40 PM | CL 2321 | 4 Credits |
| The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512. | | | | | |
| **10877** | **LING** | **LING 0504** | **SWAHILI 4** | | Aiyangar,Gretchen M Mauk,Claude E Kivuva,Leonora Anyango |
|  | Meets Reqs: L | MW | 06:00 PM to 07:15 PM | CL G16A | 3 Credits |
| The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512. | | | | | |
| **26757** | **LING** | **LING 0612** | **YORUBA 2** | | Aganga-Williams,Shirley Olayinka Aiyangar,Gretchen M Mauk,Claude E |
|  | Meets Reqs: L | TTh | 05:00 PM to 06:40 PM | CL G21 | 4 Credits |
| The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512. | | | | | |
| **18494** | **LING** | **LING 1522** | **ARABIC LIFE AND THOUGHT** | | Attia,Amani Mauk,Claude E |
|  | Meets Reqs: IFN  REG | MW | 03:00 PM to 04:15 PM | CL 237 | 3 Credits |
| A description is not available at this time. | | | | | |
| **20349** | **MUSIC** | **MUSIC 0311** | **INTRODUCTION TO WORLD MUSIC** | | Pinkerton,Emily J |
|  | Meets Reqs: MA  COM | MW | 04:00 PM to 04:50 PM | CL000G8 | 3 Credits |
| 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. | | | | | |
| **10091** | **MUSIC** | **MUSIC 0311** | **INTRODUCTION TO WORLD MUSIC** | | Ayyagari,Shalini R |
|  | Meets Reqs: MA  COM | MW | 03:00 PM to 03:50 PM | CL000G8 | 3 Credits |
| 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. | | | | | |
| **16647** | **MUSIC** | **MUSIC 0660** | **AFRICAN DRUMMING ENSEMBLE** | | Steingo,Gavin Camara,Yamoussa O'Brien,Kevin Steven |
|  |  | TTh | 05:30 PM to 07:00 PM | BELLH 309 | 1 Credits |
| This course introduces the various techniques of drumming, dancing, singing, choreography, and other artistic expressions of Africa. As an ensemble, it presents a holistic African artistic expression--music, dance, drama, and visual arts. Using various indigenous instruments, voice, and the body, the course engages all students in performance and analysis of traditional and contemporary African culture. Through drumming, singing, dancing, and other visual art forms and paraphernalia, the ensemble brings to the stage a unique African theatrical experience. Resources for the course include indigenous and contemporary instruments, concerts, audio, and videotapes. The course will include training and public performances. All students/members are required to attend lectures, participate in all class and public performance activities. The course is open to all university students, faculty, and staff. The course may be repeated for credit. No auditioning is required. Formal music education is not necessary. | | | | | |
| **30402** | **MUSIC** | **MUSIC 1327** | **GLOBAL HIP HOP** | | Helbig,Adriana Nadia |
|  |  | T | 06:00 PM to 08:30 PM | MUSIC 132 | 3 Credits |
| This course analyzes how diverse groups of musicians and listeners use hip-hop to express local andtransnational claims of belonging through the appropriation of musical genres identified with the UnitedStates and with African Americans in particular. A closer reading of global hip-hop practices offersinsights into the genre's artistic goals and its social profile in a variety of contexts. Through analyses oflocally distinct musical expressions, marketing trends within national and global music industries, andstate-sponsored policies relating to hip-hop, this course sheds light on hip-hop's role in constitutingcultural and political identities among diverse groups of people in the U.S. and abroad. | | | | | |
| **30428** | **MUSIC** | **MUSIC 1340** | **MUSIC IN AFRICA** | | Steingo,Gavin |
|  | Meets Reqs: IFN  REG | T | 02:00 PM to 04:20 PM | MUSIC 123 | 3 Credits |
| The purpose of this course is to introduce students to the rich musical traditions of Africathrough in-depth reading, close listening, and hands-on performance. In general, the courseplaces equal emphasis on 'issues' and content. Although not strictly speaking a survey, thiscourse will cover a wide range of instruments, styles, and genres from across the Africancontinent. | | | | | |
| **30687** | **MUSIC** | **MUSIC 2054** | **GLOBAL HIP HOP** | | Helbig,Adriana Nadia |
|  |  | T | 06:00 PM to 08:30 PM | MUSIC 132 | 3 Credits |
|  | | | | | |
| **29299** | **PS** | **PS 1534** | **CIVIL WARS** | | Savun,Burcu |
|  | Meets Reqs: GLO | TTh | 09:30 AM to 10:45 AM | CL 352 | 3 Credits |
| This course explores the conditions that lead to initiation of conflicts within states. Why do civil wars break out in some countries but not others? We will examine factors such as inequality, state capacity, ethnicity, and regime type as potential causes of civil wars. We will also discuss why some civil wars last longer than others and the determinants of the severity of civil wars. The ultimate goal of this course is not to examine a particular civil war in detail but rather to provide a broad theoretical treatment of civil wars, and a better understanding of international relations. Upon completion of this course, you should be familiar with the factors that mitigate or exacerbate conflict within states. | | | | | |
| **26981** | **PS** | **PS 1537** | **PEACEMAKING & PEACEKEEPING** | | Savun,Burcu |
|  |  | TTh | 01:00 PM to 02:15 PM | CL 242 | 3 Credits |
| This course explores why peace sometimes lasts a long time and sometimes falls apart quickly after civil wars. We will examine how the international community deals with civil conflicts and what can be done to ensure a long-lasting peace in war-torn countries. Emphasis will be placed on the factors that increase the durability of peace and the establishment of long-term prospects for reconciliation. Students will gain knowledge of theories that explain whether and how peace-keeping forces, military intervention, power-sharing institutions, mediation, foreign aid, and post-war elections help domestic belligerents reach and keep peace. | | | | | |
| **26982** | **PS** | **PS 1538** | **POLIT OF OIL & NATRL RESORCS** | | Paler,Laura B |
|  |  | MW | 03:00 PM to 04:15 PM | CL 252 | 3 Credits |
| Oil and other natural resources have played a crucial role in shaping the politics, development, and foreign relations of countries in all regions of the world. While experts originally believed that natural resource wealth would be a blessing for endowed countries, we now know they often impede economic growth, reinforce authoritarianism, exacerbate corruption, and cause conflict. This course will examine the political economy of oil, natural gas, minerals, and other natural resources to gain insight into why they can be a blessing or a curse. We will explore the role of governments, oil companies, OPEC, the demand for energy security, and environmental concerns in shaping the effects of natural resources. | | | | | |
| **29679** | **RELGST** | **RELGST 0455** | **INTRO TO ISLAMIC CIVILIZATION** | | Jouili,Jeanette Selma Lotte |
|  | Meets Reqs: IFN  REG | TTh | 09:30 AM to 10:45 AM | CL 239 | 3 Credits |
| 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. | | | | | |
| **29787** | **RELGST** | **RELGST 1148** | **RELIGIONS OF ANCIENT EGYPT** | | Denova,Rebecca I |
|  | Meets Reqs: REG | TTh | 09:30 AM to 10:45 AM | FKART 203 | 3 Credits |
| 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 Osirian 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 sessions at the Egyptian Exhibit of the Carnegie Museum of Natural History and designing public educational materials that will help illuminate this ancient culture. | | | | | |
| **20404** | **SOC** | **SOC 0477** | **MEDICAL SOCIOLOGY** | | Brophy,Sorcha A |
|  |  | MWF | 03:00 PM to 03:50 PM | WWPH 2200 | 3 Credits |
| This course will provide an overview of major sociological approaches to health, illness, medicine, and the body. The field of 'medical sociology' is incredibly broad, and it would be difficult to cover all of it in a single semester. To that end, we will focus on a few topics. First, we will discuss the structure of the health care 'system' and shifts in its organization over time. As we consider the health care system, we will also discuss the roles and identities of various health care professions and how they have changed. Secondly, we will focus on some of the sociological dimensions of medical ethics and the law. Last, we will investigate how the medical field informs and shifts our perception of the human body. | | | | | |
| **30682** | **ADMPS** | **ADMPS 1001** | **SOCIAL FOUNDATIONS OF EDUCATN** | | Delgado,Jorge Enrique |
|  |  |  | 12:00 AM to 12:00 AM | WEBTBA | 3 Credits |
|  | | | | | |
| **29104** | **ADMPS** | **ADMPS 2359** | **GENDER, EDUCATN, & INT'L DVLP** | | Porter,Maureen K |
|  |  | M | 04:30 PM to 07:10 PM | WWPH 4317 | 3 Credits |
| A description is not available at this time. | | | | | |
| **20210** | **ADMPS** | **ADMPS 3343** | **COMPARATIVE EDUCATION** | | Jacob,William James |
|  |  | T | 04:30 PM to 07:10 PM | TBA | 3 Credits |
| A description is not available at this time. | | | | | |
| **20917** | **PIA** | **PIA 2021** | **GLOBAL GOVERNANCE** | | Condra,Luke N |
|  |  | W | 09:00 AM to 11:55 AM | WWPH 3911 | 3 Credits |
|  | | | | | |
| **20068** | **PIA** | **PIA 2305** | **FOREIGN POLICY AND DIPLOMACY** | | Skinner,Charles B |
|  |  | Th | 09:00 AM to 11:55 AM | WWPH 3431 | 3 Credits |
|  | | | | | |
| **13782** | **PIA** | **PIA 2363** | **INTERNATIONAL HISTORY** | | Skinner,Charles B |
|  |  | T | 09:00 AM to 11:55 AM | WWPH 3431 | 3 Credits |
|  | | | | | |
| **21000** | **PIA** | **PIA 2363** | **INTERNATIONAL HISTORY** | | Skinner,Charles B |
|  |  | T | 03:00 PM to 05:55 PM | WWPH 3431 | 3 Credits |
|  | | | | | |
| **28749** | **PIA** | **PIA 2501** | **DEVELP POLICY & ADMINISTRATION** | | Picard,Louis A |
|  |  | W | 06:00 PM to 09:00 PM | WWPH 3415 | 3 Credits |
|  | | | | | |
| **29257** | **LAW** | **LAW 5275** | **INT'L & FOREIGN LEGAL RESEARCH** | | Tashbook,Linda P Liberatore,Beth Terese Horensky,Jaime M |
|  |  | Th | 10:30 AM to 11:20 AM | LAW G18 | 1 Credits |
|  | | | | | |
| **26887** | **LAW** | **LAW 5858** | **INTERNATIONAL SALES SEMINAR** | | Flechtner,Harry M Liberatore,Beth Terese Horensky,Jaime M |
|  |  | W | 10:30 AM to 12:20 PM | LAW G20 | 3 Credits |
|  | | | | | |