



**RELATED CONCENTRATION IN EUROPEAN & EURASIAN STUDIES**



Approved Courses for Spring 2018

The European Studies Center & the Russian and East European Studies center are pleased to provide you with a copy of our course offerings for spring 2018 (2184). Courses not listed in this booklet may count towards the certificate with permission of the advisors.

**CERTIFICATES**

The Related Concentration in European & Eurasian Studies allows students to complement their majors with an interdisciplinary set of courses related to European and Eurasian history, culture and politics.

**Undergraduate Certificate in Transatlantic Studies**

- a. Language Proficiency: one year (two semesters) of coursework, or demonstration of equivalent proficiency, in any European or Eurasian language. The same language classes (or AP credits or high school seat time) used to fulfill the general education requirement for foreign language may be used here as well.
- b. Four European & Eurasian Studies Courses (12 credits):
  - Courses must come from at least two different departments
  - None of the courses can overlap with a student’s other credentials (but they can overlap with the gen ed requirements)
  - Students must earn a C or better in classes counting toward the Related Concentration
  - Students must develop a *theme* for their course work, to be determined in collaboration with the academic advisors
- c. Study abroad in Europe or Eurasia is recommended, but not required.

**CONTACT INFORMATION**

Undergraduate Advisors	Steve Lund	(412) 648-7422	<a href="mailto:slund@pitt.edu">slund@pitt.edu</a>
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<b>29676</b>	<b>AFRCNA</b> Meets Reqs: HS IFN	<b>AFRCNA 1250</b> MWF	<b>BLACK EUROPE</b> 12:00 PM to 12:50 PM	<b>WWPH 4165</b>	Germain,Felix Fernand 3 Credits
A description is not available at this time.					
<b>23856</b>	<b>ANTH</b>	<b>ANTH 1737</b> TTh	<b>SPECIAL TOPICS IN CULTRL ANTH</b> 01:00 PM to 02:15 PM	<b>CL G13</b>	Wanderer,Emily Mannix 3 Credits
Science and technology are integral to contemporary societies. Understanding how science is produced and how it shapes daily life is a crucial challenge for anthropologists, who have studied the production of scientific knowledge in labs, hospitals, field sites, and elsewhere. While early studies of science as a cultural practice focused primarily on the U.S. and Europe, science and technology are produced and consumed globally. Through analyses of case studies of biotechnology, medicine, genetics, conservation, agriculture, energy, climate science, and computing around the world, this class will investigate the global dynamics of science and technology. Juxtaposing readings on different scientific fields from around the globe, we will look for recurring themes that connect these studies. What happens when science and technology travel, and how do new places emerge as centers of knowledge production? How are culture, identity, technology, and science linked?					
<b>30118</b>	<b>ANTH</b> Meets Reqs: W	<b>ANTH 1750</b> TTh	<b>UNDERGRADUATE SEMINAR</b> 01:00 PM to 02:15 PM	<b>WWPH 3300</b>	Hayden,Robert M 3 Credits
Undergraduate Seminar. This course analyzes "antagonistic tolerance" (AT) or contested sharing of sacred sites and wider spaces by religious communities. Worldwide, and widely throughout history, such sites have been shared, and sometimes contested, by members of different religious communities. Long periods of peaceful interaction and even religious syncretism may be punctuated by periods of violence, and the physical transformation of the shared sites. This course examines this dynamic by looking at case studies drawn from Europe (Bulgaria, Cyprus, Portugal, Serbia), the Middle East (Turkey, Israel/Palestine), Asia (India) and Latin America (Peru). The approach draws on both cultural anthropology and archeology, and some of the case studies are based on recent ethnography, others on ethnohistorical data, others still on archeological data. Most of the cases have been developed in the course of a large-scale comparative research project by the instructor and an international team of scholars, and the course will work through the ways the project developed as research revealed unexpected patterns. We will also discuss criticisms of the AT model by other scholars. The course will thus be an introduction to a complex project in anthropology, including both archeology and cultural anthropology, and to the ways in which academic issues are debated. The course is not, though, 'just academic' in the sense of being unconnected to important issues of the contemporary world. To the contrary: some of the cases we will study are current, others quite recent. Students will be encouraged to think about how the general model might be applicable at present in various world regions, and involving peoples espousing a variety of religious traditions.					
<b>23489</b>	<b>ANTH</b> Meets Reqs: W	<b>ANTH 1750</b> MW	<b>UNDERGRADUATE SEMINAR</b> 04:30 PM to 05:45 PM	<b>WWPH 3301</b>	Matza,Tomas A 3 Credits
Undergraduate Seminar. In the face of various global crises--disease, violence and displacement, natural disasters--the impulse to 'do something' is understandable; however, 'helping' is far from straightforward. How long should it last? Should those receiving it be consulted? What are the politics of help, particularly in light of structural global inequalities? This discussion-based seminar sets out to investigate these and other questions by examining two recent trends in international assistance-humanitarianism and global health. The course will place these two trends in historical, cultural and critical perspective by introducing students to how anthropology has contributed to the debates. The primary aim is to promote students' awareness of the political, socioeconomic, medical and cultural complexity of the globalization of humanitarian and health concerns, and the importance of anthropological perspectives in discussing and pursuing solutions.					
<b>23008</b>	<b>CAS-UGRD</b>	<b>ARTSC 1903</b>	<b>INTERNSHIP IN LONDON</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 - 6 Credits
<b>28442</b>	<b>CGS</b> Meets Reqs: EX	<b>CLASS 1140</b> Th	<b>GREEK TRAGEDY</b> 06:00 PM to 08:30 PM	<b>CL 119</b>	Scott,Wesley B 3 Credits
This course will introduce students to the ancient Greek tragedies of Aeschylus, Sophocles, and Euripides in English translation. The content will include features of dramatic performances in antiquity and how the plays are produced in modern versions, interpretations and analyses of the plays, and the historical contexts. The methodology will include discussion, lecture, reading and viewing plays in class.					
<b>23955</b>	<b>CGS</b> Meets Reqs: HS REG	<b>CLASS 1432</b> T	<b>VARIETIES OF EARLY CHRISTNITY</b> 06:00 PM to 08:30 PM	<b>CL 363</b>	Denova,Rebecca I 3 Credits
This course will examine the many different and often competing forms of Christianity that existed during the first five centuries of our Common Era. We will include an historical survey of Mediterranean culture and society in the historical Roman Empire to help us understand the ways in which Christianity developed in relation to the philosophical, sociological, theological, and political environment of this period. We will also focus on the contribution of the early varieties of Christianity to modern western views of the relationship between the individual body and society. Specifically, we will begin with an examination of Greco-Roman "religiousness" and attitudes toward the body as part of the natural order comprising one's duty as a "citizen." Such views will then be compared to the emerging Christian view that denied civic duty to an inferior, material world, by emphasizing individual identification with "a commonwealth in heaven."					
<b>23974</b>	<b>CGS</b> Meets Reqs: LIT	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b> 12:00 AM to 12:00 AM	<b>WEBTBA</b>	Bagley,Sarah Caroline 3 Credits

What is literature? Is it meant to educate? Inspire? Heal? Entertain? Transcend or confront? Do the meanings found in a literary work come out of the individual reader's knowledge and experience, the author's intentions, or the structure and style of the work? In this course, we will engage such questions while reading a selection of poetry, fiction, and drama. These readings, from various historical periods and socio-cultural contexts, will be the basis for an exploration into the differences-often blurry and changeable-between "literary" and "non-literary" writing. At the same time, as we consider the uses, qualities, and effects of literature, we will examine, apply, and reflect upon a set of strategies for reading challenging creative works. This is a CGS Web course with web based (BlackBoard) instruction and weekly online interaction is required. Students must have reliable internet access to take this course. This course meets College of General Studies and Dietrich School Writing-W Requirements.

<b>24850</b>	<b>CGS</b>	<b>ENGLIT 0325</b>	<b>THE SHORT STORY</b>	Bagley,Sarah Caroline 3 Credits
	Meets Reqs: LIT		12:00 AM to 12:00 AM WEBTBA	

This course offers an opportunity to read, discuss, and write about a wide variety of short stories and their social and historical contexts, beginning with an examination of what contexts we now bring to our readings of short stories: What do we expect a short story to be and to mean? And what historical and cultural influences have shaped our ways of thinking, reading, and writing about short stories? This is a CGS Web course with web based (BlackBoard) instruction and weekly online interaction is required. Students must have reliable internet access to take this course. This course meets College of General Studies and Dietrich School Writing-W Requirements.

<b>23975</b>	<b>CGS</b>	<b>HAA 0010</b>	<b>INTRODUCTION TO WORLD ART</b>	Harkness,Kristen Marie 3 Credits
	Meets Reqs: MA COM		12:00 AM to 12:00 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 world-wide, relating them to their historical context. The class will be taught through illustrated lectures and class discussions. In the broadest light, the course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as both aesthetic objects and historic documents. This is a Web course with Web based instruction and web interaction is required. Students must have Internet access to take this course. TWO VISITS TO THE CARNEGIE MUSEUM OF ART IN PITTSBURGH, PA, OR TO ANOTHER MAJOR NATIONAL MUSEUM OR GALLERY, ARE REQUIRED.

<b>23977</b>	<b>CGS</b>	<b>HIST 0101</b>	<b>WESTERN CIVILIZATION 2</b>	3 Credits
	Meets Reqs: HS REG	M	06:00 PM to 08:30 PM CL 142	

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

<b>23978</b>	<b>CGS</b>	<b>HIST 1776</b>	<b>VARIETIES OF EARLY CHRISTNITY</b>	Denova,Rebecca I 3 Credits
	Meets Reqs: HS REG	T	06:00 PM to 08:30 PM CL 363	

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

<b>25423</b>	<b>CGS</b>	<b>PHIL 0360</b>	<b>INTRO TO BIOMEDICAL ETHICS</b>	Humphreys,Justin 3 Credits
	Meets Reqs: PH	Th	06:00 PM to 08:30 PM CL 113	

This introductory level undergraduate course examines various ethical problems arising in medicine, such as euthanasia, abortion, and the allocation of resources.

<b>27616</b>	<b>CGS</b>	<b>PS 0300</b>	<b>COMPARATIVE POLITICS</b>	Block,Douglas Aaron 3 Credits
	Meets Reqs: SS COM	T	06:00 PM to 08:30 PM CL 208A	

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.

<b>23997</b>	<b>CGS</b>	<b>RELGST 1130</b>	<b>VARIETIES OF EARLY CHRISTNITY</b>	Denova,Rebecca I 3 Credits
	Meets Reqs: HS REG	T	06:00 PM to 08:30 PM CL 363	

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

<b>23998</b>	<b>CGS</b>	<b>SLAV 0660</b>	<b>SCI-FI: EAST AND WEST</b>	Alpert,Erin Rebecca
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Meets Reqs: Sa 01:00 PM to 04:00 PM CL G19A 3 Credits  
 IFN COM

This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates: 1/20, 2/17, 3/24/2018.

**23999 CGS SLAV 0880 VAMPIRE: BLOOD AND EMPIRE Wisnosky, Marc**  
 Meets Reqs: REG Sa 09:30 AM to 12:30 PM CL G18 3 Credits

This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates: 1/20, 2/17, 3/24/2018.

**11122 CLASS CLASS 0030 MYTHOLOGY IN THE ANCIENT WORLD Jones, Marilyn**  
 Meets Reqs: REG TTh 02:30 PM to 03:45 PM WWPB 1501 3 Credits

Our subject will be the traditional stories--myths, legends, and folktales--of the Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation, so our main task will be to discover just what that 'compelling attraction' was. The creation of the universe, the first woman Pandora, the Twelve Gods and Goddesses, the theft of fire by Prometheus, Helen and the Trojan War, the foundation of Rome by Aeneas, and Ovid's fanciful metamorphoses are examples of the stories from our modern illustrated reader Classical Myth by Barry B. Powell. By way of providing a context for our stories, the instructor will also devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, the conceptualization of male and female, sexuality, and the social and cultural basis of myth in general. Throughout, we shall examine the many theories about the meaning of traditional stories from antiquity down to our own day.

**26452 CLASS CLASS 0330 MYTH AND SCIENCE Miller, Michael E**  
 Meets Reqs: REG T 06:00 PM to 08:30 PM CL 304 3 Credits

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

**30271 CLASS CLASS 1151 DEATH IN MEDITERRANEAN WORLD Denova, Rebecca I**  
 Meets Reqs: MW 03:00 PM to 04:15 PM CL 151 3 Credits  
 HS REG

In many cultures, people sometimes ask fundamental questions about their existence, including, "what happens after we die?" This course will focus on the evolution of beliefs and rituals related to death and the afterlife in and around the ancient Mediterranean basin, including Egyptian, Greek, Etruscan, and Roman cultures. Using an interdisciplinary approach, we will combine methodologies from anthropology, classics, history, and religious studies. Topics to be covered include myths of the afterlife, books of the dead, magic and death rituals, funeral practices and paraphernalia (disposal of the dead), cults of the dead, divinization, heaven and hell, judgment, and the impact of christianization on the ancient understanding of death.

**22076 CLASS CLASS 1220 ROMAN HISTORY Scott, Wesley B**  
 Meets Reqs: W 06:00 PM to 08:30 PM CL 337 3 Credits  
 HS REG

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

**25747 CLASS CLASS 1250 LAW & SOCIETY IN GREECE & ROME Jones, Nicholas F**  
 Meets Reqs: MWF 11:00 AM to 11:50 AM LAWRN 105 3 Credits  
 HS REG

Description and Rationale. The course presents an overview of the legal systems of ancient Greece (especially classical Athens) and Rome (especially the late Republic and early Principate), with particular attention to the interconnections of law with the societies in which those legal systems were embedded. Within this general framework, the instructor will emphasize the following themes: (1) legal interventions in private life (for example, marriage, sexual conduct, the definition of legitimacy, and voluntary associations); (2) the differential design and enforcement of the law according to social class, gender, age, and so on; and (3) survivals of classical law in modern--and especially our own--legal systems. The purposes of the course are to gain a deeper understanding of an important aspect of the classical civilizations, to better appreciate the classical antecedents--for good or for ill--of our own legal system, and to serve the academic or professional interests of students who intend to pursue the study (and in some cases eventual practice) of the law.

**10546 CLASS CLASS 1432 VARIETIES OF EARLY CHRISTNITY Denova, Rebecca I**

Meets Reqs: TTh 04:00 PM to 05:15 PM LAWRN 120 3 Credits  
 HS REG

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

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<b>30634</b>	<b>CLASS</b>	<b>CLASS 1630</b>	<b>MARGINALITY ANCIENT GREEK WRLD</b>	Weaver, Carrie L
		TTh	09:30 AM to 10:45 AM CL 2321	3 Credits

Although the people of the Classical Greek world (ca. 5th to 4th centuries BCE) have left us a rich record of material and literary sources, these remains tend to focus primarily on the lives and experiences of elite male members of Greek society. As a result, detailed information regarding the past lives of millions of ordinary people are missing from our histories. These ordinary people, who often served crucial roles in Greek society (e.g., slaves, women, foreigners, and individuals of lower socioeconomic status), were relegated to the margins of their communities and social structures. By focusing on the scant evidence that does survive, we can reconstruct the reasons why certain groups of people were marginalized and discern the different ways in which they were regarded and treated in the ancient Greek world. This undergraduate course surveys the literary and material evidence of marginality in the ancient Greek world. The course begins with foundational material, namely an introduction to Greek culture, a discussion of common terms associated with marginality (e.g., marginality, social exclusion, and disenfranchisement), the consideration of what it means to be marginalized, the model of the 'ideal' citizen, and Greek theories of 'Otherness.' Then we will explore different groups of individuals who were marginalized in Greek society, such as those of differing ethnicity and race, the disabled and deformed, the mentally ill, slaves and others of low socioeconomic status, and we will end with a discussion marginalized individuals (e.g., Pythagoreans and Socrates). Special attention will also be paid to gender disparities, concepts of human sexuality, and age discrimination

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<b>29809</b>	<b>CLASS</b>	<b>GREEK 1400</b>	<b>ADV READINGS IN GREEK EPIC</b>	
		MW	04:30 PM to 05:45 PM CL 136	3 Credits

This is an advanced Greek reading course

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<b>29810</b>	<b>CLASS</b>	<b>LATIN 1420</b>	<b>ADV READGS IN LATIN PHILOSOPHY</b>	Wildberg, Christian
		M	03:00 PM to 05:24 PM CL 1518	3 Credits

The universe in the imagination of a Roman mind: What did it look like? How did Romans think it worked? Is it created or eternal? What accounts for its regularity? What role do human beings have to play in it? In this course we shall study various Latin texts competing with one another in giving detailed 'scientific' accounts of the cosmos: Scipio's dream in Cicero's De re publica, Book II of Pliny the Elder's Natural History, and Lucretius's On the Nature of Things. If there is time, students will also have occasion to contrast these narratives with the Vulgate version of the biblical Genesis.

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<b>11140</b>	<b>COMM</b>	<b>COMMRC 1114</b>	<b>FREEDOM OF SPEECH AND PRESS</b>	Wanamaker, Deborah A Wiczorkowski
		MWF	12:00 PM to 12:50 PM CL 213	3 Credits

This course explores the regulation of expression from Ancient Greece to the Internet; with a strong focus on the First Amendment as interpreted by the United States Supreme Court. The course is geared toward students interested in pursuing careers in the field of communication or law. Evaluation will be based on two oral presentations and a final paper on issues relevant to the idea of freedom of speech.

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<b>10921</b>	<b>COMM</b>	<b>COMMRC 1151</b>	<b>BRITISH BROADCASTING TODAY</b>	Whitehead, Jeffrey Robert
			12:00 AM to 12:00 AM TBA	3 Credits

A description is not available at this time.

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<b>30587</b>	<b>EAS</b>	<b>CHIN 1047</b>	<b>CHINESE AND WESTERN POETRY</b>	Sun, Cecile Chu-Chin
	Meets Reqs: COM	TTh	02:30 PM to 03:45 PM CL 337	3 Credits

This course will be a comparative study of Chinese and Western (primarily English) lyric poetry. Its main interest is to explore the world of feeling as expressed in the poetry of these two vastly different worlds: China and the West. The focus of this exploration will be on the language of feeling in a poetic medium. The purpose of this course is not simply to locate some of the fundamental similarities and differences between the two poetic traditions, but to appreciate how such findings are essential to a better understanding of the two cultures.

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<b>26312</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b>	Whitehead, Jeffrey Robert
	Meets Reqs: COM		12:00 AM to 12:00 AM TBA	3 Credits

THIS IS A STUDY ABROAD SECTION OF THE COURSE\*\*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.

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<b>26313</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b>	Whitehead, Jeffrey Robert
	Meets Reqs: COM		12:00 AM to 12:00 AM TBA	3 Credits

THIS IS A STUDY ABROAD SECTION OF THE COURSE\*\*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.

<b>28443</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: COM		12:00 AM to 12:00 AM TBA	

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.

<b>12158</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: COM		12:00 AM to 12:00 AM TBA	

THIS IS A STUDY ABROAD SECTION OF THE COURSE.\*\*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.

<b>22108</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b>	Treado,Carey Durkin 3 Credits
	Meets Reqs: COM	TTh	09:30 AM to 10:45 AM CL G24	

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.

<b>15611</b>	<b>ECON</b>	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b>	Treado,Carey Durkin 3 Credits
	Meets Reqs: COM	TTh	11:00 AM to 12:15 PM CL G24	

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.

<b>31116</b>	<b>ECON</b>	<b>ECON 1500</b>	<b>INTRMEDIATE INTRNATIONAL TRADE</b>	Treado,Carey Durkin 3 Credits
		TTh	02:30 PM to 03:45 PM IS 404	

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

<b>10764</b>	<b>ENGLISH</b>	<b>ENGFLM 0540</b>	<b>WORLD FILM HISTORY</b>	Best,Mark T 3 Credits
	Meets Reqs: MA	W	01:00 PM to 04:50 PM CL 232	

This course both introduces students to techniques of film analysis and acquaints them with major works and movements in international cinema. The course pays particular attention to the evolution of film narrative and visual style and landmarks in film development--European avant-garde films, the British documentary, the classic Hollywood film, etc.

<b>19595</b>	<b>ENGLISH</b>	<b>ENGFLM 1190</b>	<b>BRITISH FILM</b>	Whitehead,Jeffrey Robert Joshi,Sarah Anne 3 Credits
			12:00 AM to 12:00 AM TBA	

This is a Study Abroad course taught in the Pittsburgh London Film Program.This course explores the status of British film as a national cinema. It examines the forms and styles indige nous to British cinema; the relationship of British cinema to British social reality; the changes in film language, production and forms as they relate to the development of British cinema.

<b>29637</b>	<b>ENGLISH</b>	<b>ENGFLM 1485</b>	<b>FILM AND POLITICS</b>	Och,Dana C. 3 Credits
		W	06:00 PM to 09:50 PM CL 244B	

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

<b>11148</b>	<b>ENGLISH</b>	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b>	3 Credits
	Meets Reqs: LIT W	T	06:00 PM to 08:30 PM CL G13	

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

<b>25178</b>	<b>ENGLISH</b>	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b>	
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Meets Reqs: MWF 12:00 PM to 12:50 PM CL 352 3 Credits  
LIT W

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

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**11547 ENGLISH ENGLIT 0310 THE DRAMATIC IMAGINATION**  
Meets Reqs: TTh 01:00 PM to 02:15 PM CL 113 3 Credits  
LIT W

Dramatic Imagination introduces students to basic principles and theories about dramatic literature. The course has five major goals: 1) understanding the nature of drama; 2) close reading of a text; 3) understanding the three genres: tragedy, comedy, and tragic-comedy; 4) considering the social, political, psychological, or philosophical contexts of the plays; and 5) understanding the relationship between text and staged production. Readings will include plays from a range of historical eras as well as writings about drama.

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**26903 ENGLISH ENGLIT 0310 THE DRAMATIC IMAGINATION**  
Meets Reqs: TTh 04:00 PM to 05:15 PM CL 204 3 Credits  
LIT W

Dramatic Imagination introduces students to basic principles and theories about dramatic literature. The course has five major goals: 1) understanding the nature of drama; 2) close reading of a text; 3) understanding the three genres: tragedy, comedy, and tragic-comedy; 4) considering the social, political, psychological, or philosophical contexts of the plays; and 5) understanding the relationship between text and staged production. Readings will include plays from a range of historical eras as well as writings about drama.

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**11268 ENGLISH ENGLIT 0315 READING POETRY**  
Meets Reqs: Th 06:00 PM to 08:30 PM CL 204 3 Credits  
LIT W

This course explores the related activities of reading poetry and writing responsively to the forms, ideas, and meanings we find therein. We will read poems from various moments in history, including poems from our contemporary culture. Our work will be guided by the following questions: What differentiates poetry from other uses of language? How is it that one poem can carry so many "meanings"? What might poetry be good for in a culture such as ours?

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**11295 ENGLISH ENGLIT 0315 READING POETRY**  
Meets Reqs: TTh 01:00 PM to 02:15 PM CL 330 3 Credits  
LIT W

This is a course in the "doing" of poetry. Its subject is action, performance, method. I will not be reviewing a particular period in English or American literature. I'm not focusing on particular poets or genres. I'm not going to examine you on content--on names or dates or critical terms or standard readings. I won't ask you what a poem means. We'll be talking together about what a poem does. You will be evaluated, then, on the basis of what you can do with the poems I assign. What will you do? You'll read out loud; you will write 2-3 page readings of poems (where you describe the action in the poem from beginning to end); and you will write poems in imitation of (or as homage to) the poems I assign. In this course, then, you will be doing poetry--reading, writing, listening, and performing.

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**10662 ENGLISH ENGLIT 0315 READING POETRY**  
Meets Reqs: MWF 12:00 PM to 12:50 PM CL 208A 3 Credits  
LIT W

This course explores the related activities of reading poetry and writing responsively to the forms, ideas, and meanings we find therein. We will read poems from various moments in history, including poems from our contemporary culture. Our work will be guided by the following questions: What differentiates poetry from other uses of language? How is it that one poem can carry so many "meanings"? What might poetry be good for in a culture such as ours?

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**25025 ENGLISH ENGLIT 0325 THE SHORT STORY**  
Meets Reqs: TTh 04:00 PM to 05:15 PM CL 313 3 Credits  
LIT W

The class focuses on short stories in two contexts. First, that of the lives of major writers from different cultures including Argentina, Canada, France, and the US. We use the events of their lives and especially their thinking on sexuality to shape our reading of a) the stories they write, b) a film on translation and c) a movie based on three of Alice Munro's tales. Second, we read the stories by Maupassant, Borges, and especially Colette, as world literature, that is, the creation of not only the original author writing for French or Argentinian culture, but also of the translator, rendering that culture into the English-speaking world. Carries credit for the Gender, Sexuality, Women's Studies Certificate, Latin American Studies, GEC Writing & Lit., English Writing Major, and English Minor

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**10516 ENGLISH ENGLIT 0325 THE SHORT STORY**  
Meets Reqs: TTh 01:00 PM to 02:15 PM ALLEN 106 3 Credits  
LIT W

The class focuses on short stories in two contexts. First, that of the lives of major writers from different cultures including Argentina, Canada, France, and the US. We use the events of their lives and especially their thinking on sexuality to shape our reading of a) the stories they write, b) a film on translation and c) a movie based on three of Alice Munro's tales. Second, we read the stories by Maupassant, Borges, and especially Colette, as world literature, that is, the creation of not only the original author writing for French or Argentinian culture, but also of the translator, rendering that culture into the English-speaking world. Carries credit for the Gender, Sexuality, Women's Studies Certificate, Latin American Studies, GEC Writing & Lit., English Writing Major, and English Minor

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<b>11184</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0325</b> MWF	<b>THE SHORT STORY</b> 12:00 PM to 12:50 PM	<b>CL 226</b>	<b>3 Credits</b>
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This course offers an opportunity to read, discuss, and write about a wide variety of short stories and their social and historical contexts, beginning with an examination of what contexts we now bring to our readings of short stories: What do we expect a short story to be and to mean? And what historical and cultural influences have shaped our ways of thinking, reading, and writing about short stories?

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<b>11548</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0365</b> TTh	<b>IMAGINING SOCIAL JUSTICE</b> 09:30 AM to 10:45 AM	<b>CL 327</b>	<b>Whitney,Brenda Joy</b> <b>3 Credits</b>
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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?

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<b>23199</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0365</b> TTh	<b>IMAGINING SOCIAL JUSTICE</b> 04:30 PM to 05:45 PM	<b>CL 144</b>	<b>Glover,Geoffrey J</b> <b>3 Credits</b>
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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?

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<b>24838</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0365</b> MWF	<b>IMAGINING SOCIAL JUSTICE</b> 11:00 AM to 11:50 AM	<b>CL 306</b>	<b>Marsellas,Nicholas</b> <b>3 Credits</b>
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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?

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<b>18287</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0500</b> TTh	<b>INTRO TO CRITICAL READING</b> 11:00 AM to 12:15 PM	<b>CL 317</b>	<b>Bove,Carol</b> <b>Mastrangelo</b> <b>3 Credits</b>
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This course studies literary and film texts along with criticism and theory. The focus is on psychoanalytic writing from a variety of cultures and its implications for gender, sexuality, and women's studies. Beginning with your own close reading, you will explore the uses and limits of Neo-Freudian approaches. Texts include novels and short stories from Italy, France, England, and the US. Carries credit for the Gender, Sexuality, Women's Studies Certificate, GEC Writing & Lit. and English Major

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<b>15799</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0500</b> TTh	<b>INTRO TO CRITICAL READING</b> 04:00 PM to 05:15 PM	<b>CL 349</b>	<b>Kameen,Paul J</b> <b>3 Credits</b>
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This course focuses on engagement with literary texts and on interpretation and evaluation of their language, ideas, and purposes. We will focus on several texts drawn from different genres and historical periods; we will also read literary criticism that comments on the primary works and demonstrates various critical methods and concerns.

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<b>26926</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0541</b> TTh	<b>LITERATURE AND MEDICINE</b> 01:00 PM to 02:15 PM	<b>CL 119</b>	<b>Satyavolu,Uma</b> <b>Ramana</b> <b>3 Credits</b>
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This course explores the relation between literature and medicine, and positing the centrality of acts of reading and writing, of interpretations of signs and symbols, to the practice of medicine as it is commonly understood. Ever since Aristotle's association of tragedy with catharsis, a term borrowed from medicine, literature and medicine have been more or less implicitly intertwined in the western traditions. This course examines the ways in which the art and science of healing illness, and enduring ills which cannot be cured, can be seen as part of the endeavor to attain to a fuller, more enlightened humanity. The literature of medicine--medical literature such as Hippocratic Writings and Galen--will serve as starting point for the duality of medicine as literature and literature as medicine. Through reading a wide range of works, from the very beginning of recorded literature, but also emphasizing contemporary writing on relevant themes, this course will provide students with textual and contextual analytical tools and strategies. The field of Narrative Medicine is a recognition of the centrality of critical and narrative interpretation to fields beyond the 'literary.' "We tell ourselves stories in order to live": Joan Didion's vatic utterance may be seen as a constitutive principle of this course. Given the importance of this to both narrative/literary studies, and the leading role English studies can take in educating not only English majors, but also future and current physicians, nurses, and others interested in the role that proper understanding and interpretation of narratives of illness and health have in the practice of medicine.

<b>10825</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0560</b> M	<b>CHILDREN AND CULTURE</b> 11:00 AM to 12:50 PM	<b>VICTO 129</b>	Gill-Peterson, Julian 3 Credits
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This course studies Children's Literature through an investigation of the history of childhood through its representations in children's books and other media (such as film and television) and fields of study (history, philosophy, psychology, and so on).

<b>11066</b>	<b>ENGLISH</b> Meets Reqs: LIT HS	<b>ENGLIT 0562</b> W	<b>CHILDHOOD'S BOOKS</b> 06:00 PM to 08:30 PM	<b>CL 352</b>	3 Credits
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This course examines writing for young people from the 1600s to the present. To give coherence to our examinations, we will focus on the writing of education--books that seek to instruct the child as well as those that narrate the process of schooling. Our examinations of the texts will involve detailed analysis of their specifically literary qualities, with attention to the historical contexts in which the texts were produced and received. "Childhood's Books" is an English Literature course and, as such, requires that students produce a substantial amount of high-quality writing over the course of the semester.

<b>10824</b>	<b>ENGLISH</b> Meets Reqs: LIT HS	<b>ENGLIT 0562</b> MWF	<b>CHILDHOOD'S BOOKS</b> 02:00 PM to 02:50 PM	<b>CL 206</b>	Gryctko, Mary Gwendolyn 3 Credits
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This course examines writing for young people from the 1600s to the present. To give coherence to our examinations, we will focus on the writing of education--books that seek to instruct the child as well as those that narrate the process of schooling. Our examinations of the texts will involve detailed analysis of their specifically literary qualities, with attention to the historical contexts in which the texts were produced and received. "Childhood's Books" is an English Literature course and, as such, requires that students produce a substantial amount of high-quality writing over the course of the semester.

<b>11067</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0580</b> T	<b>INTRODUCTION TO SHAKESPEARE</b> 06:00 PM to 08:30 PM	<b>CL 302</b>	Breight, Curtis C 3 Credits
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This course will introduce students to several of Shakespeare's plays, the historical context(s) in which they were written, and the traditions of interpreting and appraising Shakespeare which persist into our own time. Students may be expected to view at least one film version of a Shakespeare play, and to attend a local production, if available.

<b>22053</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0580</b> MW	<b>INTRODUCTION TO SHAKESPEARE</b> 03:00 PM to 04:15 PM	<b>CL 218</b>	Waldron, Jennifer Elizabeth 3 Credits
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This course will introduce students to several of Shakespeare's plays, the historical context(s) in which they were written, and the traditions of interpreting and appraising Shakespeare which persist into our own time. Students may be expected to view at least one film version of a Shakespeare play, and to attend a local production, if available.

<b>15800</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0610</b> TTh	<b>WOMEN AND LITERATURE</b> 01:00 PM to 02:15 PM	<b>CL 317</b>	Whitney, Brenda Joy 3 Credits
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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.

<b>17432</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0610</b> MW	<b>WOMEN AND LITERATURE</b> 04:30 PM to 05:45 PM	<b>CL 130</b>	3 Credits
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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.

<b>11196</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0625</b> Th	<b>DETECTIVE FICTION</b> 06:00 PM to 08:30 PM	<b>CL 221</b>	Satyavolu, Uma Ramana 3 Credits
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This course will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" school and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental work.

<b>24816</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0625</b> W	<b>DETECTIVE FICTION</b> 06:00 PM to 08:30 PM	<b>CL 252</b>	Maccabe, Colin 3 Credits
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This course will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" school and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental work.

<b>11149</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0625</b> TTh	<b>DETECTIVE FICTION</b> 09:30 AM to 10:45 AM	<b>CL 213</b>	Kemp, Mark A R 3 Credits
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This course will focus on the development of the modern detective and crime novel, primarily in the twentieth century, with a focus on English and American writers. The approach will be historical, beginning with the tradition of ratiocination and then examining in greater detail major British and American writers from the golden age of "hard-boiled" school and look at more recent stories and books by contemporary writers who push the genre in new directions. These works may include comic novels, police procedures, post-modern and experimental work.

<b>16519</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0626</b> W	<b>SCIENCE FICTION</b> 06:00 PM to 08:30 PM	<b>CL 206</b>	3 Credits
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This course introduces students to the major ideas, themes, and writers in the development of science fiction as a genre. Discussions will help students to understand and use critical methods for the analysis of science fiction.

<b>16518</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0626</b> TTh	<b>SCIENCE FICTION</b> 11:00 AM to 12:15 PM	<b>CL 206</b>	Judy, Ronald Trent 3 Credits
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This course introduces students to the major ideas, themes, and writers in the development of science fiction as a genre. Discussions will help students to understand and use critical methods for the analysis of science fiction.

<b>28348</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0626</b> TTh	<b>SCIENCE FICTION</b> 02:30 PM to 03:45 PM	<b>CL 208A</b>	Glover, Geoffrey J 3 Credits
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This course introduces students to the major ideas, themes, and writers in the development of science fiction as a genre. Discussions will help students to understand and use critical methods for the analysis of science fiction.

<b>28170</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0636</b> T	<b>THE GOTHIC IMAGINATION</b> 06:00 PM to 08:30 PM	<b>CL 249</b>	Kincaid, James Russell 3 Credits
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This course examines the history and conventions of Gothic fiction. We will read closely a range of Gothic fictions to consider their treatment of such matters as sexuality, nation, race, and class, and to consider how the fantastical rendition of such political and social matters is related to the historical and cultural circumstances in which Gothic fictions are written and read.

<b>28171</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0636</b> TTh	<b>THE GOTHIC IMAGINATION</b> 04:00 PM to 05:15 PM	<b>CL 206</b>	Whitney, Brenda Joy 3 Credits
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This course examines the history and conventions of Gothic fiction. We will read closely a range of Gothic fictions to consider their treatment of such matters as sexuality, nation, race, and class, and to consider how the fantastical rendition of such political and social matters is related to the historical and cultural circumstances in which Gothic fictions are written and read.

<b>26909</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0636</b> MWF	<b>THE GOTHIC IMAGINATION</b> 01:00 PM to 01:50 PM	<b>CL 342</b>	Salzer, Kenneth J. 3 Credits
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This course examines the history and conventions of Gothic fiction. We will read closely a range of Gothic fictions to consider their treatment of such matters as sexuality, nation, race, and class, and to consider how the fantastical rendition of such political and social matters is related to the historical and cultural circumstances in which Gothic fictions are written and read.

<b>29690</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0637</b> TTh	<b>HORROR LITERATURE</b> 11:00 AM to 12:15 PM	<b>CL 144</b>	3 Credits
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Horror Literature

<b>26910</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0645</b> MW	<b>FANTASY</b> 04:30 PM to 05:45 PM	<b>CL 235</b>	Campbell, Lori M. 3 Credits
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Starting with J.R.R. Tolkien's *The Lord of the Rings*, this course will identify the major conventions of modern fantasy and its subgenres, tracing their evolution from the 1950s into the twenty-first century. We will focus on the figure of the Hero -- both the traditional male archetype and the more recent and still largely undefined Female Hero. In Tolkien's work and in other readings such as Garth Nix's *Lirael*, Neil Gaiman's *The Ocean at the End of the Lane*, and J.K. Rowling's *Harry Potter*, we will pay special attention to the forces of evil that the Hero must confront and to how these forces shape his or her journey. As these forces are at work within and outside the hero, we will often look at evil as a metaphor for vexing political and social conditions in our own society relating to gender, race, class, and the duality of human nature.

<b>25887</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0646</b> TTh	<b>APOCALYPSE</b> 04:00 PM to 05:15 PM	<b>CL 213</b>	Rhodes, William McLeod 3 Credits
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We live at a time where the end of the world seems to be on everyone's minds. But, as we'll see in this course, this has been true of many eras over the centuries. Why do we have this persistent desire to imagine how the world ends? What different literary and visual forms have these apocalyptic scenarios taken? In this course, we will see what is new about today's dystopian and post-apocalyptic fictions and what is recognizable from a longer tradition. These are some of the main questions and themes that will guide us from the Book of Revelation and medieval dream visions to the novels of Margaret Atwood and Octavia Butler and films like *Children of Men* and *Mad Max: Fury Road*.

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<b>24899</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0647</b> W	<b>HARRY POTTER</b> 06:00 PM to 08:30 PM	<b>CL 139</b>	Campbell,Lori M. 3 Credits
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This course studies J.K. Rowling's famous boy wizard and his world, its contexts, and its impact. The course follows the story arc, character and magical-world construction based on considerations of genre (low fantasy, children's literature), culture (race, class, gender, ethics, politics), and universal experience (love, death, heroism, child-adult relations, coming-of-age). Readings include comparable novels by authors other than Rowling, as well as scholarship on the Potter series and on the phenomena rising out of it, not only in terms of controversy such as the attacks of the religious right, but also in the social and political activism of the Harry Potter Alliance, the creativity of fan fiction and wizard rock, and the uses of social media. You will be expected to synthesize the critical readings with your own reading of the fiction to formulate your ideas in class and in your written work. In addition to studying the series in terms of its own embedded politics and symbolic meanings, we will also tackle the larger issue of the book as a cultural construct, and the more difficult question of where to place Rowling and her writing in literary history, i.e. to what extent (or not) the series can be viewed as a 'classic.'

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<b>16520</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0655</b> Th	<b>REPRESENTING ADOLESCENCE</b> 06:00 PM to 08:30 PM	<b>CL 213</b>	Dasgupta,Sreemoyee 3 Credits
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This course focuses on the question of how adolescence gets represented in a variety of genres, including young adult and children's literature; novels, plays, and poetry aimed at adults that take adolescence as a theme; films and television programs; scientific, journalistic, or autobiographical commentaries on the nature of adolescence; and so on. This is one of the core courses for the Children's Literature Certificate Program, but all interested students are welcome.

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<b>26901</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0655</b> MWF	<b>REPRESENTING ADOLESCENCE</b> 11:00 AM to 11:50 AM	<b>CL 213</b>	McDermott,Shawna Marie 3 Credits
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This course focuses on the question of how adolescence gets represented in a variety of genres, including young adult and children's literature; novels, plays, and poetry aimed at adults that take adolescence as a theme; films and television programs; scientific, journalistic, or autobiographical commentaries on the nature of adolescence; and so on. This is one of the core courses for the Children's Literature Certificate Program, but all interested students are welcome.

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<b>31265</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0710</b> TTh	<b>CONTEMPORARY ENVIRONMENTAL LIT</b> 02:30 PM to 03:45 PM	<b>CL 352</b>	Boone,Troy M 3 Credits
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This course examines the ways in which contemporary writers in English have engaged with the natural environment. We will read a range of authors, from the 1960s to the present day, 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.

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<b>31130</b>	<b>ENGLISH</b>	<b>ENGLIT 0815</b> MW	<b>IRISH LITERATURE</b> 04:30 PM to 05:45 PM	<b>CL 213</b>	West,Michael D 3 Credits
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Though Ireland is only a small country on the fringe of Europe, its literature has been one of the world's richest for nearly 2000 years. Not only is Gaelic poetry the oldest written in any living European vernacular, but Anglo-Irish works can claim to be the earliest body of colonial literature written in English. With a population smaller than Pennsylvania's this little island has produced four twentieth-century Nobel Prize laureates in literature. Students should come away not only with a knowledge of the Irish literary tradition and its long background but with a sense of how modern Irish political controversies are grounded in two thousand years of distinctive cultural history. Many Pittsburgh students are descendants either of the Protestant Ulstermen who spearheaded the settlement of this area in the eighteenth and early nineteenth centuries or of the waves of Catholic Irish who emigrated to this country in the wake of the potato famine in the mid-nineteenth century. Such students often find that learning about actual Irish history rather than relying on garbled family traditions, vague prejudices, or violent TV newsmongering is eye-opening and liberally educational in the best sense.

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<b>31125</b>	<b>ENGLISH</b>	<b>ENGLIT 1020</b> TTh	<b>HISTORY OF LITERARY CRITICISM</b> 01:00 PM to 02:15 PM	<b>CL 342</b>	Judy,Ronald Trent 3 Credits
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We'll read primary texts from the classical Greeks to the twentieth-century French, British, Russian, Italian, and American with an eye to orienting ourselves to the theories and practices of criticism they underwrite and to the shifting place of literature and criticism in rhetoric, poetics, education, aesthetics, psychology, politics and ethics. Students should gain an overview of key terms, questions, and controversies that inform contemporary literary studies. Principally a discussion class on primary texts with short lectures. Mid-term and final exams, short weekly papers, and a final paper will be required.

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<b>25889</b>	<b>ENGLISH</b> Meets Reqs: EX HS	<b>ENGLIT 1170</b> TTh	<b>ROMANTIC NATURE</b> 01:00 PM to 02:15 PM	<b>CL 337</b>	Boone,Troy M 3 Credits
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This course will examine the depiction of the natural world in the writings of the British romantics, 1789-1837. We will read poetry, fiction, and nonfiction prose by the major romantic authors in order to consider how they participate in changing notions of nature in the early industrial era. Throughout, we will be attentive both to the literary qualities of romantic writings about nature and to their historical and political contexts.

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<b>26898</b>	<b>ENGLISH</b>	<b>ENGLIT 1350</b>	<b>POSTMODERN LITERATURE</b>		Rogers,Gayle B
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Meets Reqs: TTh 01:00 PM to 02:15 PM CL 242 3 Credits  
EX HS

Whether it is used to describe art, film, literature, architecture, economics, history, politics, etc., the term 'postmodernism' has been the subject of wide-ranging debate for over fifty years. It seems apparent, however, that a rough consensus is beginning to emerge, as many have been confidently claiming that postmodernism is 'over.' This course will ask how we might now represent, discuss, and interpret postmodernity and its literature as a distinct historical period with a beginning and an end, especially in light of how consistently postmodern literature has challenged and complicated various received notions of history and periodization. This course seeks to understand how such a view of literature and history could develop during the postwar era of the twentieth century, and what it might mean to consider such literature historically. To aid us in this task, we will read a number of important postmodern novelists, critics, theorists, essayists, historians, and philosophers. We will spend significant amounts of time reading postmodern metafiction, fictions of postmodern identity, and literature informed by television and other visual media. The course will conclude with questions about what it means to be living, reading, and writing after the postmodern in what some are beginning to call 'contemporaneity.'

**29696 ENGLISH ENGLIT 1730 CHINESE AND WESTERN POETRY**  
Meets Reqs: COM TTh 02:30 PM to 03:45 PM CL 136 3 Credits

This course will be a comparative study of Chinese and Western (primarily English) lyric poetry. Its main interest is to explore the world of feeling as expressed in the poetry of these two vastly different worlds: China and the West. The focus of this exploration will be on the language of feeling in a poetic medium. The purpose of this course is not simply to locate some of the fundamental similarities and differences between the two poetic traditions, but to appreciate how such findings are essential to a better understanding of the two cultures.

**10553 ENGLISHH ENGLIT 0580 INTRODUCTION TO SHAKESPEARE**  
Meets Reqs: LIT 3 Credits

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

**11179 FR-ITAL FR 0020 FRANCE IN THE 21ST CENTURY**  
Meets Reqs: REG T 06:00 PM to 08:30 PM CRAWF 241 Hogg,Chloe Alice  
3 Credits

This course is designed to lead students to a better understanding of France today. We pay particular attention to different forms of identity in France: national, religious, regional, ethnic. Wherever feasible, class discussion will center on primary documents (newspapers, magazines, films, cartoons, public opinion polls, etc.). The format is a combination of lectures and discussions. French is the language of instruction and of students' written work.

**18388 FR-ITAL FR 0021 APPROCHES TO FRENCH LITERATURE**  
Meets Reqs: LIT TTh 01:00 PM to 02:15 PM CL 306 Hogg,Chloe Alice  
3 Credits

The purpose of this course is to illustrate ways of looking at literary texts. We shall examine poems, prose works and plays from France and the francophone world, trying to answer some of the following questions: What are the characteristics of these different genres? What is specifically literary in the text? How can reading such a text make us more able to understand today's world? Considering these questions should make students more familiar with French-language literary production and also help them understand the literary phenomenon in general.

**10972 FR-ITAL FR 0055 FRENCH CONVERSATION**  
MWF 11:00 AM to 11:50 AM CL 253 Nikiema,Patoimbamba  
3 Credits

In this course students continue to develop oral proficiency in French through engaging in conversation, providing and obtaining information and exchanging opinions. Focus is on both spontaneous and controlled spoken production with an emphasis on communicative function and speech acts. Textual support of various kinds serve as points of departure and includes articles, book excerpts and film. TAUGHT IN FRENCH

**10415 FR-ITAL FR 0055 FRENCH CONVERSATION**  
MWF 12:00 PM to 12:50 PM CL 202 Wells,Brett David  
3 Credits

In this course students continue to develop oral proficiency in French through engaging in conversation, providing and obtaining information and exchanging opinions. Focus is on both spontaneous and controlled spoken production with an emphasis on communicative function and speech acts. Textual support of various kinds serve as points of departure and includes articles, book excerpts and film. TAUGHT IN FRENCH

**16095 FR-ITAL FR 0056 WRITTEN FRENCH 1**  
MWF 10:00 AM to 10:50 AM CL 342 Doshi,Neil  
Arunkumar  
3 Credits

This course is intended to prepare students for upper-level writing in French. The course is organized around a series of model texts, each illustrating a particular kind of writing. Through analytical reading and practical exercises, students will complete writing tasks designed to develop skills of increasing complexity such as describing, narrating, and persuading.

**10417 FR-ITAL FR 0058 ADVANCED FRENCH CONVERSATION**  
MW 12:00 PM to 12:50 PM CL 219 Monserrat,Delphine  
Renée  
1 Credits

This one-unit class at once builds on and complements French 55. It is designed to improve students' oral proficiency and sociolinguistic competence through contextualized simulated immersion. The course is divided into four sections, each demanding different, but complementary social and linguistic skills, to wit 1) getting to know people and places; 2) current events; 3) debate and disagreement; 4) cultural comparisons. Emphasis is on acquiring the authentic oral communication skills, in the widest sense of the term, necessary to navigate expertly French-speaking environments.

**19087 FR-ITAL FR 0080 MODERN FRENCH NOVEL**  
Meets Reqs: TTh 09:30 AM to 10:45 AM CL 226 Kosinski,Renate  
Elisabeth  
LIT W 3 Credits

This course introduces students to some of the novels that have shaped the modern French literary sensibility and show how the French novel has evolved from the 19th-century to the present day. Through a wide range of texts we will explore France's colonial past, the political background of French novels, as well as issues of the wider francophone world. We will read ca. six novels in English translation and also do some visual work. Our goal is not only a better comprehension of literary texts but also an exploration of different ways of reading and writing about complex novels. This course fulfills the Writing Requirement toward the French major and the LIT general education requirement. It does not count as a credit requirement for the French major. This course will be taught in English.

<b>24474</b>	<b>FR-ITAL</b> Meets Reqs: W	<b>FR 1053</b> TTh	<b>GLOBAL FRENCH</b> 09:30 AM to 10:45 AM	<b>THACK 325</b>	Walsh,John P 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 Middle 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. Course prerequisites: Fr 4, 55 or 56					
<b>22138</b>	<b>FR-ITAL</b>	<b>ITAL 0003</b>	<b>INTERMEDIATE ITALIAN 1</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
<b>24480</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>ITAL 0003</b> MWF	<b>INTERMEDIATE ITALIAN 1</b> 10:00 AM to 10:50 AM	<b>CL 202</b>	3 Credits
This is the third of a three-term sequence that aims to develop skills and areas of competence acquired in ITAL 0001 and 0002. Using content-based instructional methods, students learn about Italian art, history, society, politics, and current events (such as environmental issues and social activism) in Italian. Instructors incorporate a variety of authentic texts to teach these subject areas, while teaching students to produce more authentic and more accurate Italian speech, and comprehend more sophisticated structures in written and oral form. Students' progress is evaluated through oral/written exams, homework assignments, participation in class, and portfolio assignments. This class is conducted entirely in Italian.Prerequisite(s): ITAL 0002 or ITAL 0012 or the equivalent (MIN GRADE 'C-')					
<b>29646</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>ITAL 0003</b> MWF	<b>INTERMEDIATE ITALIAN 1</b> 11:00 AM to 11:50 AM	<b>LAWRN 106</b>	3 Credits
This is the third of a three-term sequence that aims to develop skills and areas of competence acquired in ITAL 0001 and 0002. Using content-based instructional methods, students learn about Italian art, history, society, politics, and current events (such as environmental issues and social activism) in Italian. Instructors incorporate a variety of authentic texts to teach these subject areas, while teaching students to produce more authentic and more accurate Italian speech, and comprehend more sophisticated structures in written and oral form. Students' progress is evaluated through oral/written exams, homework assignments, participation in class, and portfolio assignments. This class is conducted entirely in Italian.Prerequisite(s): ITAL 0002 or ITAL 0012 or the equivalent (MIN GRADE 'C-')					
<b>22139</b>	<b>FR-ITAL</b>	<b>ITAL 0004</b>	<b>INTERMEDIATE ITALIAN 2</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
<b>29647</b>	<b>FR-ITAL</b>	<b>ITAL 0004</b> MWF	<b>INTERMEDIATE ITALIAN 2</b> 01:00 PM to 01:50 PM	<b>CL 237</b>	3 Credits
This course aims to continue students' development in all aspects of the Italian language, with particular emphasis on those skills and tools necessary for advanced literacy in written Italian. Students in this course will encounter, discuss, interpret, and analyze articles, songs, video, films, literary excerpts, and other authentic texts, leading to both a greater understanding of contemporary Italian culture and a greater mastery of Italian forms, vocabulary, and expressions. Special attention will be paid to vocabulary-building exercises, strategies for the focused and efficient reading of texts, and carrying out different kinds of reading for different purposes. At the same time, students will continue to develop their oral proficiency in Italian by discussing and analyzing broad contemporary topics, as they emerge from the course's assigned readings. This class is conducted entirely in Italian.Prerequisite(s): ITAL 0003 or the equivalent (MIN GRADE C-)					
<b>29648</b>	<b>FR-ITAL</b>	<b>ITAL 0050</b> Th	<b>ITALIAN CONVERSATION</b> 04:00 PM to 04:50 PM	<b>CL 226</b>	1 Credits
This mini-course in Italian is a supplemental hour of language practice for students who have successfully completed two semesters of Italian. It is particularly recommended for students taking Italian 0003 and 0004, but also for students planning to study abroad or returning from studying abroad in Italy, as a way to ensure that they continue to practice their Italian. Students will discuss Italian topics and will receive some extra grammar, reading and writing practice, with the aim of further developing their proficiency in the target language.Prerequisite(s): ITAL 0002 or the equivalent (MIN GRADE C-)					
<b>27321</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>ITAL 0055</b> MW	<b>ITALIAN CONVERSATION &amp; CULTURE</b> 04:30 PM to 05:45 PM	<b>CL 312</b>	3 Credits

The course focuses on developing the students' listening and speaking proficiency in Italian, by giving them as many opportunities as possible to 1) hear and speak Italian in a variety of contexts; 2) practice the target language in a number of different modes; 3) acquire new vocabulary; 4) learn specific verbal and non-verbal strategies to communicate successfully with others in the target language. Students will develop their abilities in presentational communication (by presenting information and ideas to the rest of the class on a variety of topics, through in-class conversation and debates, on-line discussion board, individual presentations and digital recordings), in interpretive communication (by understanding and interpreting written and spoken language as they read short articles, watch movies and sample other cultural material), and in interpersonal communication (by engaging in conversation with each other and the instructor, providing and obtaining information, expressing emotions, and exchanging opinions related to the course theme or themes). Course work will center on a theme of particular relevance to Italian culture. The theme of the course will be explored as thoroughly as possible, through the study of various cultural artifacts (literary texts, films, songs, pictures etc.)

<b>22145</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>ITAL 0081</b> MW	<b>MADE IN ITALY:INGENUITY/STYLE</b> 03:00 PM to 04:15 PM	<b>WWPH 5201</b>	Insana,Lina N 3 Credits
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What is Italy and why does it hold such strong appeal? Whether we imagine it or visit it; claim its heritage or possess it through food or fashion, few other cultures have commanded the attention and affection that Italy does. This class explores the complexity of Italian culture through its history of innovation, ingenuity, and singularity through the ages. Through the study of five interrelated thematic modules--travel; science and technology; beauty and fashion; humanity and power; and performance--students in this course will come to understand the unique contributions Italian culture has made to the world, will learn about the iconic figures who made those contributions, and will better appreciate the complexity of Italian identity, Italian style, and Italian genius. This course satisfies the International Foreign Culture General Education Requirement, and counts for the Italian minor and majors.

<b>22140</b>	<b>FR-ITAL</b>	<b>ITAL 0086</b>	<b>ITALIAN CINEMA</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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<b>22141</b>	<b>FR-ITAL</b>	<b>ITAL 1082</b>	<b>ITALIAN RENAISSANCE LITERATURE</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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A description is not available at this time.

<b>22142</b>	<b>FR-ITAL</b>	<b>ITAL 1083</b>	<b>MODERN ITALIAN LITERATURE</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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<b>22143</b>	<b>FR-ITAL</b>	<b>ITAL 1085</b>	<b>DANTE, PETRARCH, AND BOCCACCIO</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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<b>22144</b>	<b>FR-ITAL</b>	<b>ITAL 1905</b>	<b>INTERNSHIP IN ITALIAN</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 1 - 6 Credits
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<b>15405</b>	<b>GERMANIC</b> Meets Reqs: W	<b>GER 1001</b> MWF	<b>GERMAN WRITING</b> 10:00 AM to 10:50 AM	<b>CL 253</b>	Batista,Viktoria 3 Credits
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This course gives students an insight into different German writing strategies, deepens their knowledge of German, and strengthens their composition skills through constant practice in writing, revisions, and editing. The goal is to be able to express thoughts effectively in correct and well-structured German prose. Strong emphasis will be put on problems of stylistics, including punctuation, sentence structure, word usage, and figures of speech. Writing exercises include correspondence, short essays and reviews, interviews, descriptions, etc. Students are expected to rewrite their compositions until they have reached a satisfactory level of achievement.

<b>24287</b>	<b>GERMANIC</b> Meets Reqs: LIT	<b>GER 1105</b> TTh	<b>LITERARY ANALYSIS</b> 11:00 AM to 12:15 PM	<b>CL 121</b>	Muenzer,Clark S 3 Credits
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This course is required for all German Majors. It is offered once each academic year. By reading poetry from the 17th through 20th centuries, an 18th century play, and prose fiction from the early 19th and 20th centuries, students will learn the characteristic features of each genre and develop a technical vocabulary to interpret the works in German. We will also discuss some of the different methodologies and theoretical approaches that literary critics employ to analyze texts. There will be a conscious attempt to build upon and expand the reading techniques and strategies learned in 1000-level courses to prepare students for the more advanced literature and culture seminars at the 1200-level. Most of the assigned readings will be in German. Occasionally, more complex theoretical readings and articles from the criticism will be assigned in English. Evaluation will be based on class participation, unit tests, an hourly and final examination, and written assignments, including a final paper written in German. Students who have completed German 0004 with a grade of at least B+ may enroll before completing a course at the 1000-level.

<b>30891</b>	<b>GERMANIC</b>	<b>GER 1108</b> MW	<b>GREEN GERMANY</b> 03:00 PM to 04:15 PM	<b>CL 339</b>	Harms,Viktoria 3 Credits
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Although Germany was a bit of a late bloomer in terms of the European Industrial Revolution, by the end of the 19th century it had become one of the main industrial powers in the world. Yet today this highly developed industrial nation is also known for its environmental endeavors, e.g. the Energiewende, i.e. the government's official support of renewable energies, or its recycling fervor that has people sort their trash into five or more different containers. This interest in nature and efforts to protect it is not new to German culture. From its earliest beginnings, the industrial revolution in Germany has been accompanied by a fear of its effect on nature and humanity. The aim of this course is therefore to study both the present and the past of the environmental movement in Germany. We will investigate specific projects and current efforts of environmentalism in Germany and beyond, but also look at the history of the environmental movement in Germany. We will explore the representation of nature and environmental concerns in literary and non-literary texts, in film and art from the Romantic period to the present to investigate the history of this interest in nature and sustainability in Germany, and the central role that 'nature' has played in forming the German national identity.

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<b>29675</b>	<b>GERMANIC</b>	<b>GER 1350</b>	<b>GERMAN DRAMA</b>		Lukic, Anita
		MW	04:30 PM to 05:45 PM	CL 339	3 Credits

Analyze, interpret, adapt, and perform the play *Der Besuch der alten Dame*. The Swiss playwright Friedrich Dürrenmatt confronts us with murder in one of his most popular dramas. Nothing is as it seems to be in the sleepy town of Gäßlen, where revenge, greed, and power push the community towards moral bankruptcy. All readings and discussions will be in German.

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<b>11560</b>	<b>GERMANIC</b>	<b>GER 1500</b>	<b>GERMANIC MYTHS LEGENDS SAGAS</b>		Batista, Viktoria
	Meets Reqs:	MW	11:00 AM to 11:50 AM	WWPH 5401	3 Credits
	LIT REG				

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

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<b>10607</b>	<b>GERMANIC</b>	<b>GER 1502</b>	<b>INDO-EUROPEAN FOLKTALES</b>		Lyon, John B
	Meets Reqs:	MW	02:00 PM to 02:50 PM	FKART 125	3 Credits
	LIT REG				

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.

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<b>29673</b>	<b>GERMANIC</b>	<b>GER 1512</b>	<b>GERMAN LIT/EUROPEAN PHILOSOPHY</b>		Muenzer, Clark S
	Meets Reqs:	TTh	01:00 PM to 02:15 PM	CL 321	3 Credits
	EX PH REG				

ALL READINGS ARE IN ENGLISH! Using Goethe's *Faust* (Part I, 1808; Part II, 1833) as a case study, this course examines a philosophical capacity within literature to stage, and, thereby, to rearticulate a number of defining issues within the European philosophical tradition. We begin with the question 'What is philosophy?' by examining its origins, purpose, and methods as laid out in exemplary texts by Plato, Aristotle, Kant, Heidegger, Whitehead, and Deleuze. Next we consider how literary theorists have framed the same question for literature. We conclude the preparatory work for reading *Faust* by discussing Aristotle's *Poetics* as an attempt to link concepts that are philosophically invested ('action') with literary practice ('tragedy'). Goethe's reception of philosophers from Plato through Kant and the German Idealists was piecemeal and often resistant. Yet this same resistance--'I had no organ for philosophy in the usual sense'--can also be read as his creative response to an astonishing array of philosophical problems and metaphysical system-builders from whom he would appropriate and re-purpose conceptual building blocks for his own salvage operation on philosophy. Taking a cue from this kind of philosophical encounter, students will execute a reading of Goethe's literary masterpiece--which inaugurates its protagonist's journey with the perplexed exclamation, 'Ach Philosophie' ['alas, philosophy']--in dialogue with the challenges that key concepts in the philosophical tradition continue to pose for *Faust* long after he flees his scholar's study. The goal of the reading will be to acquire the conceptual terms of analysis that are internal to the literary system but can also be applied to *Faust* as (1) a framework of interpretive analysis and (2) a reconfiguration of the perennial questions of philosophy about its own essence. In order to read Goethe's play as an unorthodox philosophical text, students will follow its extensive arc--from the 'small' worlds of *Faust's* study, the natural landscape, and Gretchen's bedchamber in Part I to the 'large' worlds of history, science, art, and politics in Part II--paying special attention to its sub-plots and their complex intertwining. These include, in the first part, the scholar's tragedy; *Faust's* erotic attachments; and the cosmic wager, and across both parts, the creative and destructive forces in nature and society. We pay special attention to the text's metamorphosing characters and metaphorical investments in order to come to terms with its designation on the title-page as 'A Tragedy.' How can this be, we must ask, if *Faust* is saved? No knowledge of German is expected. However, German majors may count German 1512 toward the major, if they read assigned portions of *Faust* in the original German. This course fulfills the Philosophy, Literature, or Foreign Culture Requirements.

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<b>30892</b>	<b>GERMANIC</b>	<b>GER 1546</b>	<b>HOLOCAUST LITERATURE AND FILM</b>		Colin, Amy
	Meets Reqs: REG	TTh	02:30 PM to 03:45 PM	CL 339	3 Credits

Literary, artistic, and cinematic responses to the Holocaust are the focus of this interdisciplinary course that will analyze the ways in which writers, artists, and film directors attempt to make imaginatively available genocide and suffering beyond human imagination. The course will include: 1) a section on the Holocaust in literary writings, focusing on seminal poets who experienced persecution and deportation such as Paul Celan, Jurek Becker, Nelly Sachs, Ruth KlÄ¼ger, Sara Kofman, Nathalie Sarraute, Primo Levi, Elie Wiesel, and Aharon Appelfeld; 2) a section on the Holocaust and the Arts, centering on drawings and paintings by artists who were deported to ghettos and death camps, by artists who saw the death camps after the liberation, and by contemporary artists who invoke the Holocaust; 3.) a section devoted to feature films from very different time periods, ranging from To Be Or Not To Be directed by Ernst Lubitsch (1942) and The Stranger directed by Orson Wells (1946) to Sophie's Choice directed by Alan J. Pakula (1982, Meryl Streep won Academy Award for Best Actress), Schindler's List directed by Steven Spielberg (1993, 7 Academy Awards), and Life is Beautiful directed by Roberto Benigni (1997, 3 Academy Awards). GER 1546 fulfills the general-education requirement: Foreign Culture/Int. (Reg.) -- and also counts towards the West European Studies certificate. The course will be taught in English. Prerequisite(s): none. For further information, please contact: Prof. Amy-Diana Colin, paxpeace@pitt.edu

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<b>24288</b>	<b>GERMANICH</b>	<b>GER 1528</b>	<b>VIENNA</b>		Colin,Amy
	Meets Reqs: REG	TTh	11:00 AM to 12:15 PM	CL 226	3 Credits

Looking at major political and cultural changes in one of the most fascinating cities of Europe, this course tells the tale of Vienna 1900. In this flamboyant cultural center of Europe, creativity was flourishing in literature, music, the arts, philosophy, mathematics, mechanical engineering, the social sciences, and medicine. Adolf Loos revolutionized architecture, Gustav Klimt und Egon Schiele developed new means of artistic expression in unusual painting, Ludwig Wittgenstein conceived his path-breaking theories of language; Sigmund Freud uncovered substructures of the human psyche; Arnold SchÅ¼nberg developed the twelve-tone music; and Karl Kraus wrote his superb polemics against journalists and politicians. Viennese philosophers, artists, musicians, writers, and scientists anticipated the most crucial issues and debates of our time. This multi-media course investigates the parallels between Vienna and other European capitals such as Paris, Berlin and London at the turn of the last century, introducing students to the multifaceted European, in particular Viennese culture in its relation to the present time. It gives special attention to the radical changes in different disciplines from literature, music, and the arts to philosophy, psychoanalysis, mathematics, mechanical engineering, and social sciences. Ger 1528 fulfills one general-education requirement--Foreign Culture/Int. (Reg.)--and also counts towards the West European Studies certificate. The course will be taught in English. Course requirements: 2 oral presentations, mid-term, final paper. The course offers credit in German for students willing to read texts in German and to write their final essay in German. For further information, please contact: paxpeace@pitt.edu.

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<b>27576</b>	<b>HA-A</b>	<b>HAA 0010</b>	<b>INTRODUCTION TO WORLD ART</b>		King,Isaac Ogden
	Meets Reqs: MA COM	TTh	02:30 PM to 03:45 PM	FKART 202	3 Credits

What is art? This introductory course, designed for students with no previous background in art or art history, is intended to probe this question -- and challenge traditional assumptions -- while providing students with the skills to interpret works of art and architecture from a diversity of world cultures. The course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as material and aesthetic objects while also examining them as productions that negotiate with historical and cultural contexts. The course also thinks pointedly about cultural difference and the ways in which art has been employed to define communities as radically particular while also answering basic human needs that connect people living in different times and places.

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<b>10409</b>	<b>HA-A</b>	<b>HAA 0010</b>	<b>INTRODUCTION TO WORLD ART</b>		D'Anniballe Williams,Maria
	Meets Reqs: MA COM	MW	03:00 PM to 04:15 PM	FKART 202	3 Credits

What is art? This introductory course, designed for students with no previous background in art or art history, is intended to probe this question -- and challenge traditional assumptions -- while providing students with the skills to interpret works of art and architecture from a diversity of world cultures. The course is designed to demonstrate some of the basic tools of analysis with which to approach works of art as material and aesthetic objects while also examining them as productions that negotiate with historical and cultural contexts. The course also thinks pointedly about cultural difference and the ways in which art has been employed to define communities as radically particular while also answering basic human needs that connect people living in different times and places.

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<b>10895</b>	<b>HA-A</b>	<b>HAA 0030</b>	<b>INTRODUCTION TO MODERN ART</b>		Whitehead,Jeffrey Robert
	Meets Reqs: MA REG		12:00 AM to 12:00 AM	TBA	3 Credits

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

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<b>19178</b>	<b>HA-A</b>	<b>HAA 0090</b>	<b>INTRO TO CONTEMPORARY ART</b>		Clark,Vicky A
	Meets Reqs: MA GLO	MW	12:00 PM to 12:50 PM	FKART 125	3 Credits

This course explores the latest developments in contemporary art in the context of changes in world visual cultures since the 1960s. The first weeks will concentrate on the transformations of artistic practice that occurred initially in Pop Art, and on the Minimal-Conceptual shift in Western art. This will be followed by a survey of the diversification of artistic practice in the 1980s and 1990s, including the emergence of new internationalisms reflecting postcoloniality, global Contemporary Art, Indigenous art and digital media. The course will conclude with a consideration of the multiplicity of kinds of art that exist today. Visits to local museums and galleries are a vital part of the course.



<b>16516</b>	<b>HA-A</b>	<b>HAA 0101</b>	<b>FOUNDATIONS OF ART HISTORY</b>	Ellenbogen,Joshua Martin
		TTh	11:00 AM to 12:15 PM	FKART 204
				3 Credits

Foundations of Art History offers an introduction to the history of the art historical discipline and its research and interpretive methods. Other courses in the art history department introduce students to the 'what' of art history--major works and histories of the arts in specific time periods and geographic locations around the globe. This course, by contrast, is devoted to the 'how' of what the art historian does--how she or he interprets the work of art according to its specific characteristics, the place and time period in which the artwork was created, and the changing nature of viewers' responses to it. Readings for Foundations span the history of art in East Asia and the West and from the ancient world to the present. Weekly discussions of these texts will invite us to explore a wide array of interpretive perspectives, to understand where and when such perspectives emerged within the discipline, and how they continue to be used today. Our engagement with these perspectives will be geared toward understanding how each plays a role in the art historian's central task, namely deciphering the meaning and significance of the work of art. Short writing assignments and a term paper will require analysis of a specific artwork chosen from the Carnegie Museum in light of different interpretative issues and methodologies.

<b>29767</b>	<b>HA-A</b>	<b>HAA 0105</b>	<b>ART AND EMPIRE</b>	Weaver,Carrie L
	Meets Reqs:	TTh	04:00 PM to 05:15 PM	FKART 125
	MA EX IFN COM			3 Credits

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 Carolingian and Ottoman Empires, as well as 19th century European imperialism 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.

<b>22408</b>	<b>HA-A</b>	<b>HAA 0302</b>	<b>RENAISSANCE ART</b>	Whitehead,Jeffrey Robert
	Meets Reqs:		12:00 AM to 12:00 AM	TBA
	MA EX REG			3 Credits

Transformations in the status, appearance, and meaning of artworks during the European Renaissance have profoundly affected Western visual culture. This course explores the extraordinary experiments of competitive, innovative artists and patrons, going beyond stylistic change to focus on the role of artistic invention in shaping Renaissance society. It considers the shifting functions of the visual arts in Europe between 1250 and 1600. Artists to be discussed include Giotto, Brunelleschi, Donatello, van Eyck, Botticelli, Mantegna, Leonardo, Durer, Michelangelo, Raphael, and Titian. Students will be asked to write short papers on thematic issues throughout the term and, at the end of the semester, they will undertake a more substantial project that engages the research methods of art history.

<b>19179</b>	<b>HA-A</b>	<b>HAA 0480</b>	<b>MODERN ARCHITECTURE</b>	Morton,Thomas John
	Meets Reqs:	TTh	01:00 PM to 02:15 PM	FKART 125
	MA HS REG			3 Credits

From the late eighteenth century, new processes and cultural phenomena that may be globally described as effects of modernization have impinged on architectural design and urban planning throughout the world. The development of new technologies and materials, of colonial expansion and extensive state planning in the 19th century, of multi-national corporations and sprawling urban centers in the 20th century, continue to reshape societies and environments. Through case studies of texts, monuments and sites, this course will investigate the consequences of these trends on architectural design and thought from 1800 to the 20th century.

<b>19441</b>	<b>HA-A</b>	<b>HAA 1010</b>	<b>APPROACHES TO ART HISTORY</b>	Toker,Franklin K
	Meets Reqs: W	T	10:00 AM to 12:30 PM	FKART 104
				3 Credits

Yes it's the world's most famous painting on canvas (Leonardo's Last Supper is on a wall), but we have no idea what Velazquez meant by painting Las Meninas. This seminar will change that, not just for Art History but for the World. Individual and collective research, some with Studio Arts, will investigate many factors, starting with technique (the canvas, the paint, the huge altarpiece-like size); what Velazquez himself had to hide, as a secret Jew at a court that hated Jews, and why he would put hidden meanings in Las Meninas. We will look at King Philip IV and his dynastic problems, starting with his memo of who could marry his precious daughter Margarita, the centerpiece of Las Meninas. One student might concentrate on geometry and mathematics: the mirror, the canvas on which Velazquez is working, and the 1734 fire damage to the room and the canvas. How did painters like Goya, Picasso, and Roy Lichtenstein treat Las Meninas? We need to assess its special meaning for material culture in the New World (the all-important cup and silver tray came from Peru). We must talk about child brides yesterday and today and (sorry!) we must note that 6-year-old Margarita was most likely suffering from precocious puberty and had to assuage that. But this is a painting, not a medical treatise, so let's look at paintings in the mind of Velazquez: van Eyck, Rembrandt, Rubens and others, and links to his own Borrachos and Spinners. One student might concentrate on the spatial context for how the apartment was used in 1656 and after the fire of 1734. We need to work on the staging of the painting, including Baroque devices and the "Hamlet" effect of a play within a play. Other themes we will investigate are the Austro-Spanish Hapsburgs, the four kings named Felipe and their tragic bastards: Don Carlos; Don Juan; and the artistic and ambitious Don Juan Jose, who sought to marry his half-sister Margarita. We will note positive incest parallels, Biblical and otherwise. Crucial minor themes will include Velazquez's intellectual world; dogs and dwarfs in 17th-c painting; apotropaic devices in painting and other media; theory and interpretations (Foucault, Brown, Ancell), and what happened to the Infanta Margarita and her half-siblings, and her mother Queen Mariana's own exploitation of painting for propaganda.

<b>23325</b>	<b>HA-A</b>	<b>HAA 1025</b>	<b>HIST AND ETHICS OF COLLECTING</b>	Taylor,Alexander James
		MW	03:00 PM to 04:15 PM	FKART 204
				3 Credits

What is worth collecting? What motivates collectors? Spanning art, archeology and material culture from the ancient world to the present day, this course explores the tensions between private property and public heritage that shape the history of collecting. Subjects will include iconoclasm and the destruction of cultural artefacts, booty and looting in times of war, cabinets of curiosity, private and corporate collectors, deaccessioning, repatriation and the ethics of public collections. Particular attention will be paid to the upheavals of World War II, the aftermath of colonialism and the role of UNESCO in prohibiting the illicit trade in cultural property. Students will encounter historical, anthropological, and art historical approaches to these issues, and gain practical experience with collection management systems and provenance research. This is a core course for the minor in Museum Studies.

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<b>22409</b>	<b>HA-A</b>	<b>HAA 1030</b>	<b>SPECIAL TOPICS- MUSEUM STUDIES</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	

Through museum visits in Florence and Rome students will realize that most of the artworks actually displayed in public museums once belonged to private collectors and were not produced to be seen by a large public. During the course students will explore the history of collecting objects. They will start with the sacred collections of Classical temples, passing then to the libraries of Medieval monasteries and the ideas of the Abbot Suger. They will imagine recreating a Medieval Schatzkammer and an Early Renaissance Studiolo thanks to the remaining precious vases that belonged to Lorenzo the Magnificent and the documents of the Urbino Palace and Isa-bella d'Este Studiolo. They will 'virtually' visit the Paolo Giovio collection, and the real Studiolo of Francesco I as well as 16th and 17th century Baroque Galleries. They will follow the growth of European National Museums of the nineteenth century (Louvre, British, Muse-ums Island in Berlin) as symbols of national pride as well as the Florentine private collections transformed in foundations like the Bardini and Horne Museums. An in depth study will be done on the Uffizi Gallery in order to understand the transformation of the gallery from the late 16th century to the present day. Finally they will face the role of museums in the contemporary world making a personal research on Florence main museums' visitors.

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<b>24549</b>	<b>HA-A</b>	<b>HAA 1040</b>	<b>ARCH: IMAGE, TEXT, THEORY</b>	Seltzer,Kylynn Rae Jasinski 3 Credits
	Meets Reqs: REG W	TTh	09:30 AM to 10:45 AM FKART 204	

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.

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<b>30298</b>	<b>HA-A</b>	<b>HAA 1110</b>	<b>GREEK ART</b>	Weis,H Anne 3 Credits
	Meets Reqs: MA EX REG	T	06:00 PM to 08:30 PM FKART 204	

In the eighteenth and nineteenth centuries, Greek Art acquired a 'western baggage': it was and is often still characterized as the art 'of naturalism', the art 'of democracy', the art 'of the individual' and as an art that stood in conscious opposition to the more regimented royal arts of Near Eastern kingdoms and empires. Over the last half century, archaeology has shown how much Greek art has in common with its eastern neighbors and how much it owes to their earlier experiments in painting, drawing, individual forms, and proportion. More importantly, however, the study of Greek material culture now understands it to be as socially conscious and political as that of its neighbors. In this course students will study changes in the history of Greek society and the material culture that it produced, from the Bronze Age palaces to the Age of Alexander, in both the area known now as Greece and to a lesser extent in the broader Greek world.

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<b>17602</b>	<b>HA-A</b>	<b>HAA 1160</b>	<b>ROMAN ARCHITECTURE</b>	Weis,H Anne 3 Credits
	Meets Reqs: REG	MW	04:30 PM to 05:45 PM FKART 204	

Architecture lends itself to a broad audience because its issues cut across a number of different disciplines. Students who elect this course typically come from a variety of backgrounds-- Classics, History, Art History, Architectural Studies, Engineering, Urban Studies, and/or those with a general interest in Roman Culture. The course examines the development of Roman architecture from its origins in Central Italy to the High Empire (ca. 150 AD) but as an evolving tradition of building rather than as a series of loosely connected monuments. Special attention is given to the issues and problems involved in the reconstruction of that building tradition: 1) the relationship of architectural forms, types and functions to changes in Italian society, 2) the significance of materials and of outside influences on the development of local traditions and forms, and 3) the interaction between Roman architectural forms and local traditions in the provinces to create a Roman imperial "koine".

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<b>27695</b>	<b>HA-A</b>	<b>HAA 1400</b>	<b>SPECIAL TOPICS-MODERN</b>	3 Credits
		W	09:00 AM to 11:50 AM FKART 104	

'Mimesis' is frequently translated with the term 'imitation,' in good Platonic fashion. But the latter term cannot fully capture the force and effect of the mimetic, as Plato himself clearly recognizes. Plato will go so far as to propose to expel the poets from his ideal city in order to limit the subversive effects of this dimension of art. His gesture has a decisive impact on the Western understanding of art--an impact that is modified, but not overcome, by Aristotle's more generous treatment of the question of tragic mimesis in The Poetics. This course will begin with a careful consideration of the questions raised by Plato and Aristotle with respect to the uncanny powers of mimesis. We will focus on their respective treatments of the mimetic component of art, but also attend to their understanding of the broader import of this topic for the socio-political context. The course will then move to the modern period and consider a series of texts and artistic practices that re-engage the ancient debate about the nature and powers of artistic mimesis. A classical treatment of the question (from a modern thinker) will be explored in chapters from Eric Auerbach's monumental study: Mimesis: The Representation of Reality in Western Literature. But other strains in modern thought (reaching back to Nietzsche's The Birth of Tragedy) oblige us to give a broader sense to Auerbach's terms (particularly 'reality' and 'representation'). Heidegger's major essay, 'The Origin of the Work of Art' offers one of the most powerful statements in this post-Nietzschean tradition. Heidegger, in fact, seeks to overturn the Platonic condemnation of mimesis, and recognizes, in the event of truth itself, an irreducible mimetic dimension. The debate about the status of mimesis has been pursued primarily with respect to the spheres of literary and dramatic representation in the tradition of reflection on art. But it has considerable import for the visual fields. The course will explore, in this respect, the question of the image and its capacity to fascinate (following suggestions by Maurice Blanchot and Philippe Lacoue-Labarthe). Examples will be taken from photography, painting, and film. The question of the influence of pornography will also be addressed in this context. Throughout this course, we will endeavour to capture what is perhaps uncapturable (at least in a philosophical framework that is concerned with essence and identity): mimesis 'itself.' We will attend to its psycho-social manifestations as well as its more strictly artistic ones. We will thereby attempt to render the question of mimesis a contemporary one.

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<b>30307</b>	<b>HA-A</b>	<b>HAA 1455</b>	<b>ART IN THE THIRD REICH</b>	McCloskey, Barbara
	Meets Reqs: MA	TTh	01:00 PM to 02:15 PM	FKART 203 3 Credits

This course examines the role of visual culture in shaping notions of identity in Hitler's Third Reich. The Nazi regime represents one of the darkest chapters in modern Western culture. It also distinguished itself from other dictatorial regimes of the period through its genocidal drive to establish an Aryan ideal of Germanness and to eliminate all others who did not conform to this ideal including Jews, homosexuals, and the differently abled. How were these distinctions between the Aryan ideal and its others to be made, seen, and acted on? What role did the arts and visual culture play in this despicable effort? We will explore how Hitler's regime marshaled painting, sculpture, film, rallies, photography, parades, architecture and more to the cause. We will also consider examples of artistic resistance to Hitler's project by examining works of artists who remained in a state of 'inner immigration' during the Third Reich and efforts by those who fled abroad and used their art to draw attention to the atrocities unfolding in Germany. The latter part of this course will examine the art of memory--how do memorials function to remind us of this murderous legacy in our modern history? And what role do they continue to play in warning us against recurrences of cultural intolerance in our current moment?

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<b>27580</b>	<b>HA-AH</b>	<b>HAA 0470</b>	<b>PHOTOGRAPHY AND ART</b>	Ellenbogen, Joshua Martin
	Meets Reqs: EX	TTh	01:00 PM to 02:15 PM	FKART 204 3 Credits

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

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<b>12163</b>	<b>HISPANIC</b>	<b>PORT 0001</b>	<b>ELEMENTARY PORTUGUESE 1</b>	Moreira Reis, Luana
		MTWThF	10:00 AM to 10:50 AM	CL G21 5 Credits

Basic elements of Brazilian Portuguese emphasizing a development of speaking, listening, reading, and writing skills. Grammatical structures, vocabulary and readings are presented as tools for developing good communication skills. Students will also be exposed to Brazilian culture. Audio-visual materials such as slides, music and film, when possible, will be utilized in this course.

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<b>11029</b>	<b>HISPANIC</b>	<b>PORT 0002</b>	<b>ELEMENTARY PORTUGUESE 2</b>	Takada, Eliane Emy
	Meets Reqs: L	MTWThF	12:00 PM to 12:50 PM	CL G19B 5 Credits

The second half of this introductory course continues to develop skills in the speaking, listening, reading and writing of Portuguese 0001, and pertinent aspects of Brazilian culture will also be presented. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course.

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<b>18490</b>	<b>HISPANIC</b>	<b>PORT 0003</b>	<b>INTERMEDIATE PORTUGUESE 3</b>	Carvalho, Ana Paula Raulino De
		MWF	01:00 PM to 01:50 PM	CL G16B 3 Credits

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.

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<b>10782</b>	<b>HISPANIC</b>	<b>PORT 0004</b>	<b>INTERMEDIATE PORTUGUESE 4</b>	Carvalho, Ana Paula Raulino De
		MWF	02:00 PM to 02:50 PM	CL 219 3 Credits

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.

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<b>17176</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>	
		MWF	12:00 PM to 12:50 PM	CL 149 3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>18841</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
		MWF	10:00 AM to 10:50 AM	CL 130	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>11761</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
		MWF	02:00 PM to 02:50 PM	CL 237	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>23218</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		
		MWF	09:00 AM to 09:50 AM	CL G16A	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>26523</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>		Wong Fupuy, Isabel Cristina
		MWF	02:00 PM to 02:50 PM	CL 339	3 Credits

The goal of this fifth-semester course is to enhance fluency and the development of oral proficiency in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed (ser/estar, preterite/imperfect, etc.), but communicative competence is not measured by grammatical competence alone. This course helps students to improve their fluency, pronunciation, and strategic competence such as paraphrasing skills, and increases their vocabulary through readings, films, digital recordings and other authentic materials. This course is offered every term, and counts toward the Spanish major.

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<b>18019</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		Whitehead, Jeffrey Robert
			12:00 AM to 12:00 AM	TBA	3 Credits

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

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<b>26227</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
		MWF	11:00 AM to 11:50 AM	CL G19A	3 Credits

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

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<b>11119</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
		MWF	02:00 PM to 02:50 PM	CL G19A	3 Credits

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

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<b>24478</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
		MWF	01:00 PM to 01:50 PM	CL G18	3 Credits

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

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<b>26226</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b>		
		MWF	10:00 AM to 10:50 AM	CL 129	3 Credits

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

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<b>24802</b>	<b>HISPANIC</b>	<b>SPAN 0055</b>	<b>INTRO HISPANIC LITERATURE 1</b>		
	Meets Reqs: W	MWF	01:00 PM to 01:50 PM	CL 129	3 Credits

The course is designed to introduce students to the study of Hispanic literature, while at the same time dealing with concepts which can be applied to all literature. In discussing the nature of literature as a category of writing, the course will focus on exploring various approaches to the study of literature. While some of the readings will be in English, all course production (lectures, discussion, assignments) will be in Spanish. 0055 counts as a departmental W course for the writing requirement.

<b>23491</b>	<b>HISPANIC</b> Meets Reqs: HS REG	<b>SPAN 1250</b> TTh	<b>HISPANIC CIVILIZATIONS</b> 01:00 PM to 02:15 PM CL 121	Monasterios,Elizabeth 3 Credits
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This course introduces students to the cultural history of the Hispanic World. Starting with the study of Pre-Colombian civilizations and the controversial politics of the Spanish Conquest we will discuss the conflicts involved in the transformation of Latin America. Through a broad variety of texts; chronicles, documentaries, films, fiction and novels, students will learn about the Spanish-speaking world and also explore the complex interactions implied in the process of colonization, in the foundation of national identities and in the creation of cultural traditions. We will stress the importance that these social and political tensions have in order to understand the past but also we will analyze its impact in the present. Prerequisite(s): PREQ: SPAN 0020 or 0025 (Min Grade C); PLAN: SPAN BA or BPH Check with the department on how often this course is offered.

<b>23506</b>	<b>HISPANIC</b> Meets Reqs: HS REG	<b>SPAN 1250</b> TTh	<b>HISPANIC CIVILIZATIONS</b> 04:00 PM to 05:15 PM CL 2321	Sotomayor,Aurea Maria 3 Credits
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This course introduces students to the cultural history of the Hispanic World. Starting with the study of Pre-Colombian civilizations and the controversial politics of the Spanish Conquest we will discuss the conflicts involved in the transformation of Latin America. Through a broad variety of texts; chronicles, documentaries, films, fiction and novels, students will learn about the Spanish-speaking world and also explore the complex interactions implied in the process of colonization, in the foundation of national identities and in the creation of cultural traditions. We will stress the importance that these social and political tensions have in order to understand the past but also we will analyze its impact in the present. Prerequisite(s): PREQ: SPAN 0020 or 0025 (Min Grade C); PLAN: SPAN BA or BPH Check with the department on how often this course is offered.

<b>23421</b>	<b>HISPANIC</b>	<b>SPAN 1315</b> MW	<b>BUSINESS SPANISH</b> 04:30 PM to 05:45 PM CL 129	3 Credits
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Spanish for Business was created especially for business students, MBA candidates, and young professionals studying at University of Pittsburgh and looking to build their resumes and enhance their Spanish with specific, fundamental, and relevant Spanish for the Business world. This is a customized Spanish Course focusing on Peninsular and Latin American Business practices. In addition, it will introduce advanced business terminology and usage. This class will be conducted in a seminar form throughout the semester, with a strong focus on speaking, listening, writing, and reading practice at the advanced level. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE Check with the department on how often this course is offered. Prerequisite(s): PREQ: SPAN 0020 or 0025 (MIN GRADE C for Listed Courses)

<b>18023</b>	<b>HISPANIC</b>	<b>SPAN 1405</b>	<b>SEM: LATIN AMER LIT &amp; CULTURE</b> 12:00 AM to 12:00 AM TBA	Whitehead,Jeffrey Robert 3 Credits
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The impact of the literature on cinema and vice versa could be traced from the earliest Latin America productions. Canonic writers such as Gabriel García Márquez for instance, have played an important and active role in the development of different national cinemas. From Borges, Cortázar, Amado, Vargas Llosa, and Carpentier, and more recently Antonio Skármeta and Isabel Allende have seen many of their works in the screen, produced by numbers of filmmakers, including internationally renowned directors as Jean-Luc Godard, Antonio Bertolucci, and Michelangelo Antonioni. In this interdisciplinary course, students will be introduced to a selection of Latin American writers and to film analysis, emphasizing social and political issues. We will find connections and tensions between texts and films that will lead us to think film as a peculiar interpretation of texts. Students will participate in discussions and group activities, write analytical and critical essays, and give oral presentations. This course will be taught in Spanish.

<b>11558</b>	<b>HIST</b> Meets Reqs: HS	<b>HIST 0089</b> Th	<b>MAGIC, MEDICINE AND SCIENCE</b> 06:00 PM to 08:30 PM CL 116	Wilkenfeld,Daniel A 3 Credits
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This course is a partial survey of some important strands in the Western intellectual history. We will start with ancient Greek speculations in cosmology, philosophy, and medicine. Then we will look at some important subsequent developments in these areas and how they were influenced by the Greek tradition. These include, among other topics, the magical tradition that flourished during the Renaissance period. The latter half of the course will focus on the profound intellectual transformations in the 17th century which constitute what we often call The Scientific Revolution. The great scientific achievements of figures such as Descartes, Kepler, Galileo, and Newton will be discussed in detail. Overall, this course is meant to provide a broad picture of some of the most important elements in the Western intellectual tradition and their interactions in history.

<b>23238</b>	<b>HIST</b> Meets Reqs: HS	<b>HIST 0089</b> MW	<b>MAGIC, MEDICINE AND SCIENCE</b> 11:00 AM to 11:50 AM IS 404	Palmieri,Paolo 3 Credits
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Science is the result of a long process of formation starting in Antiquity and culminating in the late seventeenth century with the so-called Scientific Revolution. Before the Scientific Revolution science, magic, and medicine were strongly related. This course examines the historical processes by which science became an independent sphere of human endeavour in the Western world.

<b>18503</b>	<b>HIST</b> Meets Reqs: HS COM	<b>HIST 0125</b> TTh	<b>RELIGIONS OF THE WEST</b> 04:00 PM to 05:15 PM CL 239	Kane,Paula M 3 Credits
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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.

<b>24501</b>	<b>HIST</b> Meets Reqs: HS REG	<b>HIST 0187</b> TTh	<b>WORLD WAR II-EUROPE</b> 11:00 AM to 11:50 AM	<b>WWPH 1500</b>	Hammond,Leslie Ann 3 Credits
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The course will open with a detailed consideration of the context and causes of World War II, including World War I, the Versailles Treaty, and the Great Depression. We will discuss the determinants of Hitler's rise to power and of German expansionism in the 1930's. We will examine the military struggle of World War II, but such topics as economic mobilization, propaganda, occupation policies, resistance movements and the Holocaust also receive significant attention. The course concludes with an analysis of war-time diplomacy, the postwar settlement, and the onset of the Cold War.

<b>27543</b>	<b>HIST</b> Meets Reqs: HS IFN REG	<b>HIST 0200</b> TTh	<b>EAST CENTRAL EUROPE</b> 01:00 PM to 02:15 PM	<b>CL 208A</b>	Livezeanu,Irina 3 Credits
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This course introduces students to the history and culture of Eastern Europe, drawing connections between current events and the historical past, by using historical, literary, and visual sources. Two textbooks and additional (Courseweb) readings will be assigned, as well as weekly primary source documents and occasional maps. The course aims to familiarize students with the political geography of the region since the early modern period to the present and the chronology of major historical events, which had an impact on Eastern Europe. Students will be able to understand the evolution of nation-states out of multi-ethnic dynastic empires, modern nationalist movements, and the advent and end of communism. In addition to regular reading assignments, students will view films that relate to the historical themes under review. Evaluation will be based on homework assignments, mid-term exam, map quizzes, essays, group work, and class participation.

<b>30012</b>	<b>HIST</b> Meets Reqs: HS COMREG	<b>HIST 0201</b> TTh	<b>THE BALTIC SEA</b> 04:00 PM to 05:15 PM	<b>CL 324</b>	Wezel,Katja 3 Credits
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In this course we will explore the Baltic Sea region, and trace Northern Europe's history from the age of the Vikings to the post-Soviet re-union in 1991. We will study the history of this region and its diverse language communities: Scandinavians, Finns, Balts, Slavs and Germans. We will discuss how the Baltic Sea region was shaped by several European powers, in particular Denmark, Sweden, Poland-Lithuania, Russia, Prussia, and Germany. The course will cover the history of Northern Europe over the course of the last 1,000 years, including the Vikings, the Hanseatic League, the Reformation, the Thirty Years War, the Nordic Wars, the Enlightenment, Nordic Romanticism, the Russian Revolution, the two World Wars, the Cold War, and the renewal of the Baltic Sea region as a unified trading space after the collapse of the Soviet Union.

<b>31113</b>	<b>HIST</b> Meets Reqs: HS IFN GLO W	<b>HIST 0700</b> W	<b>WORLD HISTORY</b> 02:00 PM to 04:25 PM	<b>CL 239</b>	Warsh,Molly Annis 3 Credits
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This course is an introductory survey of World History, by which is meant an overview of major processes and interactions in the development of human society since the development of agriculture some 10,000 years ago. It is a selective overview, emphasizing large-scale patterns and connections in political, social, cultural, technological, and environmental history, yet it also provides balance among regions of the world. It encourages students to apply historical techniques to issues of their own interest.

<b>30028</b>	<b>HIST</b> Meets Reqs: HS IFN GLO	<b>HIST 0700</b> T	<b>WORLD HISTORY</b> 06:00 PM to 08:25 PM	<b>CL 208B</b>	Urban,Kelly Lauren 3 Credits
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This course is an introductory survey of world history, starting from the emergence of modern humans (Homo sapiens) in Africa some 200,000 years ago and concluding in the current 'global age.' This course will foreground connectivity, focusing on the historical processes and events that, directly or indirectly, brought humans into an interactive web (or webs). Important events include migrations, the agricultural revolution, the emergence of civilization and states, the creation and spread of mass religions, the establishment of trade routes, colonization, the industrial revolution, and global wars. We will also focus on several themes throughout the semester, such as inequality, systems of meaning, and the environment.

<b>28047</b>	<b>HIST</b> Meets Reqs: HS IFN GLO	<b>HIST 0700</b> TTh	<b>WORLD HISTORY</b> 12:00 PM to 12:50 PM	<b>BENDM 157</b>	Holstein,Diego 3 Credits
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This course is an introductory survey of world history starting from the human global migration out of Africa and up to the current global age. The course presents developments that impacted on humanity as a whole, such as climate changes, environmental issues, and plagues; patterns of development recurrent in different places of the world, including the emergence of agriculture, cities, and states; processes that brought different societies in contact, for example trade, migration, conquest, and cultural diffusion; and emphasizes the processes through which the entire world became interconnected resulting in a globalized world as we know it today.

<b>30026</b>	<b>HIST</b> Meets Reqs: HS IFN GLO	<b>HIST 0700</b> MW	<b>WORLD HISTORY</b> 03:00 PM to 04:15 PM	<b>CL 208B</b>	Urban,Kelly Lauren 3 Credits
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This course is an introductory survey of world history, starting from the emergence of modern humans (Homo sapiens) in Africa some 200,000 years ago and concluding in the current 'global age.' This course will foreground connectivity, focusing on the historical processes and events that, directly or indirectly, brought humans into an interactive web (or webs). Important events include migrations, the agricultural revolution, the emergence of civilization and states, the creation and spread of mass religions, the establishment of trade routes, colonization, the industrial revolution, and global wars. We will also focus on several themes throughout the semester, such as inequality, systems of meaning, and the environment.

<b>27840</b>	<b>HIST</b> Meets Reqs: REG	<b>HIST 0788</b> MWF	<b>WOMEN &amp; MEN IN ANCNT MEDIT</b> 10:00 AM to 10:50 AM	<b>LAWRN 105</b>	Jones,Nicholas F 3 Credits
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Writing students will fulfill the requirements of the College Writing Board by submitting a paper in draft form, to be revised and resubmitted in line with its evaluation by the instructor.

<b>30029</b>	<b>HIST</b>	<b>HIST 0791</b> TTh	<b>HEALTH CONTROVERSIES IN HIST</b> 12:00 PM to 12:50 PM	<b>PUBHL A115</b>	Webel,Mari Kathryn 3 Credits
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Controversies related to human health have dominated the news in recent years, whether the Ebola epidemic in West Africa, Zika virus in Latin America, or measles outbreaks in California, but a sense of context and causation is often lacking in the public discourse. This introductory course explores the historical roots of selected, current controversies in public health and medicine through the examination of specific case studies from a diverse geographical and chronological range. We will identify and explore the broad historical antecedents of current issues and offers points of comparison from times and places distant from our own. In the 2017-18 academic year, Health Controversies in History will be oriented around three four-week sections focused on: quarantine; population health, race, and heredity; and vaccination. Understanding both the antiquity of ethical and moral quandaries embedded in clinical and public health interventions, while also considering what has led to particular forms and policies at different moments, allows students to engage critically about local issues, domestic policy, global health, and their place in the world.

<b>19103</b>	<b>HIST</b> Meets Reqs: W	<b>HIST 1000</b> T	<b>CAPSTONE SEMINAR</b> 06:00 PM to 08:30 PM	<b>WWPH 3501</b>	Hagerty,Bernard George 3 Credits
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This seminar will be an exercise in comparative history--in particular, an examination of the "special relationship" between Britain and the United States. We will look at political, diplomatic and cultural ties between the two nations in the 20' century, ranging from the American "occupation" of Britain during World War Two to the Beatles and the British Invasion of the 1960s to popular and journalistic impressions held of each country in the other. We will read some primary sources, especially newspapers, speeches and memoirs, but mostly will read several of the very good books published on the subject.

<b>17979</b>	<b>HIST</b> Meets Reqs: W	<b>HIST 1000</b> T	<b>CAPSTONE SEMINAR</b> 01:00 PM to 03:25 PM	<b>CL G19B</b>	Frykman,Niklas E 3 Credits
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In this course, History majors will practice the historian's craft. Students will work with primary sources, think critically about secondary sources, craft analytical questions to guide their own research, identify the appropriate scholarly literature, and then write an argument-driven, evidence-based research paper in clear, compelling prose. Assignments include weekly readings, a research project proposal, a primary source analysis, an introduction and outline of the final paper, an in-class research presentation, and a final paper of approximately 15 pages. In-class discussion and revision of students' written work form an integral part of the course. Thematically, the course focuses on the age of revolution in global context. On the basis of both primary and secondary sources, we will investigate origins, causes, and consequences of the great political upheavals that shook the Atlantic world at the turn of the nineteenth century; we will discuss comparisons and connections between the American, French, Haitian, and Latin American Revolutions; we will contrast them to revolutions that both preceded and followed them; we will think critically about appropriate units of analysis, chronological and geographic; and we will critically assess the methodology and arguments of key interpretive works, identify questions that remain open, and craft and carry out research projects that seek to answer them.

<b>24730</b>	<b>HIST</b> Meets Reqs: W	<b>HIST 1001</b> W	<b>INTRODUCTORY SEMINAR</b> 12:00 PM to 02:25 PM	<b>WWPH 3501</b>	Smith,Randy Scott 3 Credits
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One of the most familiar, but least understood, groups in American history are the Puritans who settled New England in the 17th century. This course introduces students to the ways historians work by allowing them to address key questions regarding the unique identity of the New England Puritans. Students will be encouraged to develop their own assessment of the Puritan social, political, economic and religious legacy. Due to their intellectual sophistication and commitment to creating a godly society in the North American wilderness, New England's Puritans were almost constantly engaged in theological, social, political and economic controversies. These controversies, their commitment to scripture, and their high level of literacy, created a substantial paper trail. Due to both their stature in American history, and this wealth of documentation, the Puritan legacy has been hotly contested since the earliest generation of American historians. Through primary documents and secondary literature students will analyze not only the nature of Puritan New England, but also how it has been perceived by various generations of historians. Students will become part of this historical debate by writing several short analytical papers using primary and secondary documents and discussing their findings in class discussions and debates.

<b>24729</b>	<b>HIST</b> Meets Reqs: W	<b>HIST 1001</b> T	<b>INTRODUCTORY SEMINAR</b> 01:00 PM to 03:25 PM	<b>WWPH 3501</b>	Hammond,Leslie Ann 3 Credits
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This course will explore the sense of crisis, despair, doom and opportunity that defined the fin-de-siecle in Western Europe. It will look at topics such as empire, politics, economics, cultural commentary, art, literature, the emergence of new academic disciplines, and the development of new schools of thought at the end of the nineteenth century and beginning of the twentieth. As it engages these problems of Modernism, it will introduce students to philosophies and methodologies of History and it will explore different genres of writing within the discipline. It will provide students the opportunity to conduct research and write short-to-medium length papers on topics within the history of European Modernism.

<b>27998</b>	<b>HIST</b> Meets Reqs: HS COM	<b>HIST 1040</b> W	<b>WORLD WAR I-COMPARTV PERSPECTV</b> 06:00 PM to 08:30 PM	<b>LAWRN 232</b>	Novosel,Anthony Stephen 3 Credits
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One historian wrote, 'More trees have died to explain the Great War and its impact' than any event in history. While, we will try not to kill any more trees, you will continue the analysis, discussion and debate concerning the Great War and its legacy that the academic and political communities are engaged in today throughout the world. What is more, since 2018 marks the 100th anniversary of the end of the Great War, you have an amazing opportunity to study the legacy of the war that changed Europe and the world irrevocably. Therefore, beyond your background study of the war, you will make the most of this opportunity by focusing on the end of the war and the legacy of the war in the latter stages of the class. Before we do this, we will engage with the controversy over how and why the war began and the lively debate taking place in Europe today over how to remember the war. We will then move on to examine 1916, 'The Year of Slaughter', 1917, 'The Year of Crisis' and how the events of 1918 are tightly linked to the great battles of 1916 and the Crisis of 1917. In essence, you will understand the dizzying events between 1914-1918, not simply as being part of a war that was 'incomprehensible,' but as one French historian put it, but a war that was 'the incomprehensible.' Once we have accomplished this, we will then finish the class by analyzing the cultural and political impact of the war on all facets of European society and world history. As part of this, you will analyze how Europeans constructed a 'cultural memory' of the war, as well as dealt with the cultural act of mourning itself after the war. Still Interested!? GREAT! So, join us as we examine all the events and processes that led Europe into war, then the West's 'descent into barbarism' and the world changing events of the Great War. There are no formal prerequisites. So, JOIN US and bring your willingness to learn, to challenge your own beliefs (That does not mean you have to change them.) and to engage actively in the study of the Great War and its impact on the world today.

<b>26022</b>	<b>HIST</b> Meets Reqs: HS REG	<b>HIST 1769</b> TTh	<b>HOLOCAUST HISTORY &amp; MEMORY</b> 02:30 PM to 03:45 PM CL 239	Kranson, Rachel L 3 Credits
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The holocaust ' that is, the genocide of six million Jews in Nazi-occupied Europe during World War II -- was a critical event of the early twentieth-century that continues to resonate today. Our historical survey will look at the holocaust primarily through the experiences of its Jewish victims, though we will discuss some of the other groups, such as the roma, disabled people, and gays and lesbians, who were also targeted and systematically murdered by the Nazis. Additionally, we will think about the perpetrators of the holocaust and the ideologies that led to the genocide, such as racism, nationalism, and anti-Semitism. Finally, we will move beyond the history of the holocaust to think about the ways that this event has been remembered and reconstructed by survivors, nations, institutions, museums, the arts, popular culture and the media. Looking at how institutions here in Pittsburgh commemorate the holocaust will offer us local, concrete examples of how people continue to grapple with this history.

<b>10560</b>	<b>HIST</b> Meets Reqs: HS REG	<b>HIST 1776</b> TTh	<b>VARIETIES OF EARLY CHRISTNITY</b> 04:00 PM to 05:15 PM LAWRN 120	Denova, Rebecca I 3 Credits
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Through early Christian literature (such as non--canonical gospels and the writings of the Church Fathers) and various types of archaeological evidence, this course will examine the many different and often competing forms of Christianity that developed in the first four centuries of the common era. Among the areas of examination will be key theological issues, creedal formulation, Gnosticism, martyrdom, asceticism, Christian relations with pagans and Jews, and the battles over orthodoxy and heresy. We shall also assess the conversion of Constantine and the social and political implications of the Christianization of the Roman Empire.

<b>30284</b>	<b>HIST</b> Meets Reqs: HS COM	<b>HIST 1780</b> TTh	<b>JEWS AND THE CITY</b> 11:00 AM to 12:15 PM CL 113	Kranson, Rachel L 3 Credits
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This course will trace the eastern European Jewish diaspora to urban destinations around the world, before training its lens on the Jewish encounter with American cities.

<b>24507</b>	<b>HIST</b> Meets Reqs: HS REG	<b>HIST 1781</b> W	<b>ROMAN HISTORY</b> 06:00 PM to 08:30 PM CL 337	Scott, Wesley B 3 Credits
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This course is a survey of Roman history from the founding of the city in the 8th century B.C.E. to the collapse of the Western Empire in the 5th century C.E. The history of Rome is the story of how a city-state first unified the Italian peninsula under its military and political leadership; how it then developed into a Mediterranean Empire which, at its greatest territorial extent, stretched from Britain in the West to the Tigris and Euphrates in the East; and how it finally lost political and military control of its empire which broke apart into what became the states of Medieval Europe. As we read a modern narrative history of Rome and the works of Roman and Greek historians, we will examine how Rome acquired and governed its empire; under what forms of government and under whose leadership the affairs of the Roman People were administered; and what causes led to the breakup of the Roman Empire.

<b>30011</b>	<b>HISTH</b>	<b>HIST 0190</b> TTh	<b>THE DICTATORS</b> 09:30 AM to 10:45 AM WWPH 3501	Holstein, Diego 3 Credits
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This course examines and compares the 20th century dictatorships throughout the world tackling the not only the most prominent totalitarian dictatorships of Hitler and Stalin but also the dictatorial regimes in Asia, Africa, and Latin America. We shall investigate the reasons for the emergence of these regimes and their goals, their political structure, ideologies, and policies, leading to an exploration of their impacts upon the societies and economies they ruled as well as on the international arena and world order.

<b>29889</b>	<b>HPS</b> Meets Reqs: REG	<b>HPS 0427</b> TTh	<b>MYTH AND SCIENCE</b> 04:00 PM to 05:15 PM CL 304	Rampelt, Jason M 3 Credits
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Some of the oldest written texts reveal that humans have always told stories to explain the world around them. When those stories are ancient, we call them myths; when they are recent, we call them science. This course will examine primary source texts from ancient Assyrian and Babylonian civilizations through the Greeks to about the 4th century BC. Authors studied will include the Pre-Socratics, Plato, Aristotle, as well as several authors in astronomy, mathematics, and medicine, including Euclid, Archimedes, and the Hippocratic texts. Key questions addressed: How have concepts of the cosmos changed through the period studied? What is the difference between myth and science? What is the place of divinity in past and present thinking? What roles do history and culture play in conceptions of the natural world?

<b>11559</b>	<b>HPS</b>	<b>HPS 0515</b>	<b>MAGIC, MEDICINE AND SCIENCE</b>	Wilkenfeld, Daniel A
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	Meets Reqs: HS	Th	06:00 PM to 08:30 PM	CL 116	3 Credits
This course is a partial survey of some important strands in the Western intellectual history. We will start with ancient Greek speculations in cosmology, philosophy, and medicine. Then we will look at some important subsequent developments in these areas and how they were influenced by the Greek tradition. These include, among other topics, the magical tradition that flourished during the Renaissance period. The latter half of the course will focus on the profound intellectual transformations in the 17th century which constitute what we often call The Scientific Revolution. The great scientific achievements of figures such as Descartes, Kepler, Galileo, and Newton will be discussed in detail. Overall, this course is meant to provide a broad picture of some of the most important elements in the Western intellectual tradition and their interactions in history.					
<b>23237</b>	<b>HPS</b> Meets Reqs: HS	<b>HPS 0515</b> MW	<b>MAGIC, MEDICINE AND SCIENCE</b> 11:00 AM to 11:50 AM	<b>IS 404</b>	Palmieri, Paolo 3 Credits
Science is the result of a long process of formation starting in Antiquity and culminating in the late seventeenth century with the so-called Scientific Revolution. Before the Scientific Revolution science, magic, and medicine were strongly related. This course examines the historical processes by which science became an independent sphere of human endeavour in the Western world.					
<b>29896</b>	<b>HPS</b> Meets Reqs: NS	<b>HPS 0626</b> TTh	<b>DEVELOPMENT OF MODERN BIOLOGY</b> 12:00 PM to 01:15 PM	<b>CL 327</b>	Dietrich, Michael Robert 3 Credits
This course will consider major episodes in the history of biology in the 19th and 20th centuries. Beginning with the Charles Darwin's theory of evolution and ending with contemporary genomics, we will place the major milestones of modern biology in their wider social, political, and cultural context. Topics may include Darwinism and its controversial reception, eugenics and the control of heredity, experimentation as a hallmark of twentieth century biology, the impact of molecular biology, the development of cloning and reproductive biology, and the rise of genomics and big data in biology.					
<b>29897</b>	<b>HPS</b> Meets Reqs: PH	<b>HPS 1508</b> TTh	<b>CLASSICS IN HISTORY OF SCIENCE</b> 09:30 AM to 10:45 AM	<b>WWPH 5200</b>	Lennox, James 3 Credits
In the 17th century, William Harvey revolutionized our understanding of the movement of the heart and blood, and declared 'Aristotle is my leader'. Approximately two centuries later, Charles Darwin revolutionized the scientific study of life with his theory of evolution by natural selection and declared: 'Linnaeus and Cuvier have been my two gods, though in very different ways, but they were mere school boys to old Aristotle.' In HPS 1508 we will begin by looking back, as these two giants did, to the very origins of the scientific study of life, Aristotle, to learn what it was that so impressed Harvey and Darwin. We will then study Harvey's great work On the movement of the heart and blood in animals with the following question in mind: how could one of the great experimentalists of the scientific revolution consider himself a follower of Aristotle? And finally, we will turn to On the Origin of Species, the great work in which Darwin presented his 'long argument' for the theory of evolution by means of natural selection. Throughout we will be look for continuity as well as innovation in the history of the sciences of life.					
<b>30283</b>	<b>JS</b> Meets Reqs: HS COM	<b>JS 1240</b> TTh	<b>JEWS AND THE CITY</b> 11:00 AM to 12:15 PM	<b>CL 113</b>	Kranson, Rachel L 3 Credits
This course will trace the eastern European Jewish diaspora to urban destinations around the world, before training its lens on the Jewish encounter with American cities.					
<b>26020</b>	<b>JS</b> Meets Reqs: HS REG	<b>JS 1252</b> TTh	<b>HOLOCAUST HISTORY &amp; MEMORY</b> 02:30 PM to 03:45 PM	<b>CL 239</b>	Kranson, Rachel L 3 Credits
We take a long-range view of the holocaust as we examine it within the contexts of both European and Jewish history.					
<b>10918</b>	<b>LING</b> Meets Reqs: L	<b>GREEKM 0102</b> TTh	<b>GREEK (MODERN) 2</b> 04:00 PM to 05:40 PM	<b>CL 227</b>	Papanastasiou, Areti Aiyangar, Gretchen M 4 Credits
A description is not available at this time.					
<b>29875</b>	<b>LING</b> Meets Reqs: L	<b>GREEKM 0104</b> TTh	<b>GREEK (MODERN) 4</b> 02:30 PM to 03:45 PM	<b>CL 312</b>	3 Credits
A description is not available at this time.					
<b>27478</b>	<b>LING</b>	<b>GREEKM 1905</b>	<b>UG TEACHING ASST MOD GREEK</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Papanastasiou, Areti Aiyangar, Gretchen M 1 - 3 Credits
A description is not available at this time.					
<b>28048</b>	<b>LING</b>	<b>GREEKM 1909</b> TTh	<b>SPECIAL TOPICS IN MODERN GREEK</b> 11:00 AM to 12:15 PM	<b>CL 137</b>	Papanastasiou, Areti Aiyangar, Gretchen M 3 Credits
A description is not available at this time.					
<b>23252</b>	<b>LING</b> Meets Reqs: L	<b>IRISH 0102</b> TTh	<b>IRISH (GAELIGE) 2</b> 11:00 AM to 12:40 PM	<b>CL G18</b>	Young, Marie A Aiyangar, Gretchen M 4 Credits
A description is not available at this time.					

<b>11766</b>	<b>LING</b>	<b>IRISH 0104</b>	<b>IRISH (GAELIGE) 4</b>		Young,Marie A Aiyangar,Gretchen M 3 Credits
	Meets Reqs: L	TTh	01:00 PM to 02:15 PM	CL G16A	
A description is not available at this time.					
<b>29877</b>	<b>LING</b>	<b>IRISH 0106</b>	<b>IRISH (GAELIGE) 6</b>		3 Credits
			12:00 AM to 12:00 AM	TBA	
A description is not available at this time.					
<b>29878</b>	<b>LING</b>	<b>IRISH 1615</b>	<b>IRISH CULTURE AND TRADITIONS</b>		3 Credits
		TTh	02:30 PM to 03:45 PM	CL 306	
A description is not available at this time.					
<b>27486</b>	<b>LING</b>	<b>IRISH 1905</b>	<b>UG TEACHING ASSISTANT IRISH</b>		Aiyangar,Gretchen M Young,Marie A 1 - 3 Credits
			12:00 AM to 12:00 AM	TBA	
A description is not available at this time.					
<b>27449</b>	<b>LING</b>	<b>LCTL 0392</b>	<b>HUNGARIAN 2</b>		Batista,Viktoria Aiyangar,Gretchen M 4 Credits
	Meets Reqs: L	MW	03:00 PM to 04:40 PM	CL G21	
A description is not available at this time.					
<b>11030</b>	<b>LING</b>	<b>SWE 0102</b>	<b>SWEDISH 2</b>		Aiyangar,Gretchen M Albertsson,Eva Ulrika 4 Credits
	Meets Reqs: L	TTh	11:00 AM to 12:40 PM	CL 2321	
A description is not available at this time.					
<b>11079</b>	<b>LING</b>	<b>SWE 0104</b>	<b>SWEDISH 4</b>		Aiyangar,Gretchen M Albertsson,Eva Ulrika 3 Credits
	Meets Reqs: L	TTh	09:30 AM to 10:45 AM	CL 253	
A description is not available at this time.					
<b>19089</b>	<b>LING</b>	<b>SWE 0106</b>	<b>SWEDISH 6</b>		Aiyangar,Gretchen M Albertsson,Eva Ulrika 3 Credits
		TTh	01:00 PM to 02:15 PM	CL 312	
A description is not available at this time.					
<b>29884</b>	<b>LING</b>	<b>SWE 1615</b>	<b>SWEDEN - FROM VIKINGS TO NOW</b>		3 Credits
		TTh	02:30 PM to 03:45 PM	CL 135	
A description is not available at this time.					
<b>27455</b>	<b>LING</b>	<b>SWE 1905</b>	<b>UG TEACHING ASSISTANT SWEDISH</b>		Aiyangar,Gretchen M Albertsson,Eva Ulrika 1 - 3 Credits
			12:00 AM to 12:00 AM	TBA	
A description is not available at this time.					
<b>17494</b>	<b>LING</b>	<b>TURKSH 0104</b>	<b>TURKISH 4</b>		Lider,Ilknur Aiyangar,Gretchen M 3 Credits
		MWF	03:00 PM to 03:50 PM	CL G16A	
A description is not available at this time.					
<b>29887</b>	<b>LING</b>	<b>TURKSH 1615</b>	<b>TURKISH CULTURE AND SOCIETY</b>		3 Credits
		MW	11:00 AM to 12:15 PM	CL 2318	
A description is not available at this time.					
<b>10055</b>	<b>MUSIC</b>	<b>MUSIC 0211</b>	<b>INTRO TO WESTERN ART MUSIC</b>		Ruth,Christopher T Spinner,Codee Ann Sherman,Ashley Lisetta 3 Credits
	Meets Reqs: MA HS	MW	05:00 PM to 05:50 PM	FKART 125	
This course introduces the main stylistic features, composers, and selected compositions of the various periods in the history of Western art music from the Middle Ages to the 20th century. Emphasis is placed on learning to listen more critically and sensitively.					
<b>10479</b>	<b>MUSIC</b>	<b>MUSIC 0224</b>	<b>HISTRY OF WEST MUSC SINCE 1750</b>		Ruth,Christopher T 3 Credits
	Meets Reqs: EX	MW	03:00 PM to 04:15 PM	MUSIC 123	

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

<b>27909</b>	<b>MUSIC</b> Meets Reqs: EX	<b>MUSIC 1396</b> T	<b>MUSIC IN SOCIETY</b> 11:00 AM to 01:20 PM	<b>MUSIC 132</b>	Cassaro,James P 3 Credits
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In this course we will explore critical perspectives on topics such as non-normative music history, queer modes of expression, subcultural music-making, and the implications of mainstream visibility. Along the way we will survey some notable lesbian/gay/bisexual/ transgender/queer composers and musicians in both art music and popular music.

<b>29904</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0010</b> TTh	<b>CONCEPTS OF HUMAN NATURE</b> 12:00 PM to 12:50 PM	<b>CL 324</b>	Humphreys,Justin 3 Credits
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What is the best kind of life for a human? Under what circumstances do groups of people thrive? What are the core characteristics that make human beings specifically human, and not just primates or mammals? How one answers these questions depends on one's concept of human nature. In this course, we examine a number of different concepts of human nature that have been developed in the western philosophical tradition, focusing on works by Plato, Lucretius, Descartes, Hobbes, Cavendish, and Rousseau. In reading these texts, we will also run into a number of related themes including the nature of language and reason, the purpose of the state, and whether pleasure is necessary or sufficient for happiness. The only prerequisite for the course is a willingness to read and think critically about the main questions addressed.

<b>29911</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0012</b> TTh	<b>CONCPPTS HUMAN NATURE/WRIT PRAC</b> 02:00 PM to 02:50 PM	<b>CL 219</b>	Humphreys,Justin 4 Credits
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For the writing course. Description same as Phil. 0010. This is the writing section of Phil. 0010. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>29911</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0012</b> TTh	<b>CONCPPTS HUMAN NATURE/WRIT PRAC</b> 12:00 PM to 12:50 PM	<b>TBA</b>	Humphreys,Justin 4 Credits
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For the writing course. Description same as Phil. 0010. This is the writing section of Phil. 0010. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>29912</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0012</b> TTh	<b>CONCPPTS HUMAN NATURE/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>CL 327</b>	Humphreys,Justin 4 Credits
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For the writing course. Description same as Phil. 0010. This is the writing section of Phil. 0010. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>29912</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0012</b> TTh	<b>CONCPPTS HUMAN NATURE/WRIT PRAC</b> 12:00 PM to 12:50 PM	<b>TBA</b>	Humphreys,Justin 4 Credits
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For the writing course. Description same as Phil. 0010. This is the writing section of Phil. 0010. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>10092</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0080</b> TTh	<b>INTRO TO PHILOSOPHCAL PROBLEMS</b> 03:00 PM to 03:50 PM	<b>CL G24</b>	Shumener,Erica Houts 3 Credits
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This is an introductory philosophy course. We will learn to assess arguments for validity and soundness. The focus will be on improving our critical reasoning skills and then using these skills to address the following questions: Should we fear death? How can we live a good life? Do we have immaterial souls over and above our physical bodies?

<b>29981</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0082</b> TTh	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b> 12:00 PM to 12:50 PM	<b>IS 404</b>	4 Credits
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For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>29981</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0082</b> TTh	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>TBA</b>	4 Credits
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For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.

<b>29982</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0082</b> TTh	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b> 01:00 PM to 01:50 PM	<b>CL 363</b>	4 Credits
For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.					
<b>29982</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0082</b> TTh	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>TBA</b>	4 Credits
For the writing course. Description same as Phil. 0080. This is the writing section of Phil. 0080. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.					
<b>24645</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0210</b> TTh	<b>HISTORY OF MODERN PHILOSOPHY</b> 01:00 PM to 01:50 PM	<b>CL 324</b>	3 Credits
An introduction to the philosophical period from Descartes through Kant. Special attention is given to at least one rationalist, one empiricist, and Kant.					
<b>26095</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0212</b> TTh	<b>HISTRY OF MDRN PHIL/WRIT PRAC</b> 02:00 PM to 02:50 PM	<b>CL 327</b>	Humphreys,Justin 4 Credits
For the writing course. Description same as Phil. 0210. This is the writing section of Phil. 0210. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.					
<b>26095</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0212</b> TTh	<b>HISTRY OF MDRN PHIL/WRIT PRAC</b> 01:00 PM to 01:50 PM	<b>TBA</b>	Humphreys,Justin 4 Credits
For the writing course. Description same as Phil. 0210. This is the writing section of Phil. 0210. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.					
<b>29983</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0212</b> TTh	<b>HISTRY OF MDRN PHIL/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>CL 219</b>	4 Credits
For the writing course. Description same as Phil. 0210. This is the writing section of Phil. 0210. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.					
<b>29983</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0212</b> TTh	<b>HISTRY OF MDRN PHIL/WRIT PRAC</b> 01:00 PM to 01:50 PM	<b>TBA</b>	4 Credits
For the writing course. Description same as Phil. 0210. This is the writing section of Phil. 0210. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.					
<b>23240</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0220</b> MW	<b>INTRODUCTION TO EXISTENTIALISM</b> 12:00 PM to 12:50 PM	<b>CL 324</b>	Strom,Gregory B. 3 Credits
The term 'existentialism' is used to group together a number of philosophers and novelists who are concerned to understand the idea that an individual human life can be meaningful, to defend that idea against a number of (perceived) threats that stem from the rise of modern science, or to understand the idea of a good individual human life in terms of its meaning. In this course we will survey the history of this movement by studying the works of many of its most important proponents and critics.					
<b>23241</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0222</b> MW	<b>INTRO EXISTENTIALISM/WRIT PRAC</b> 01:00 PM to 01:50 PM	<b>CL 317</b>	Strom,Gregory B. 4 Credits
A description is not available at this time.					
<b>23241</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0222</b> MW	<b>INTRO EXISTENTIALISM/WRIT PRAC</b> 12:00 PM to 12:50 PM	<b>TBA</b>	Strom,Gregory B. 4 Credits
A description is not available at this time.					
<b>10090</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0300</b> MW	<b>INTRODUCTION TO ETHICS</b> 01:00 PM to 01:50 PM	<b>FKART 125</b>	Thompson,Michael J 3 Credits
In deciding how to act, we frequently guide ourselves by general principles, which forbid or require various kinds of action. Moral philosophy is the attempt to explore systematically a number of questions which arise in connection with such principles. We may ask, for example: What is it for a principle to be a moral principle? Is there one uniquely correct moral code, or is morality a matter of personal preference? What candidates for moral principles can be defended? Why should I be moral? The course will examine several of these questions and the answers suggested by classic moral philosophers such as Kant and Mill. We will also consider discussions of these issues by contemporary philosophers, as well as a concrete moral problem such as abortion. Throughout the course, emphasis will be placed on learning how to criticize and evaluate moral and philosophical claims, as well as developing and deepening one's own views. By examining the nature of morality, we can better decide how to live. Description from a previous instructor.					

<b>10653</b>	<b>PHIL</b>	<b>PHIL 0302</b>	<b>INTRODUCTN TO ETHCS/WRIT PRAC</b>	Lawless,John Corbett Driver,Rachael Elizabeth 4 Credits
	Meets Reqs: PH W	MW	10:00 AM to 10:50 AM CL 330	
For the writing course. Description same as Phil. 0300. This is the writing section of Phil. 0300. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.				
<b>10653</b>	<b>PHIL</b>	<b>PHIL 0302</b>	<b>INTRODUCTN TO ETHCS/WRIT PRAC</b>	Lawless,John Corbett Driver,Rachael Elizabeth 4 Credits
	Meets Reqs: PH W	MW	01:00 PM to 01:50 PM TBA	
For the writing course. Description same as Phil. 0300. This is the writing section of Phil. 0300. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.				
<b>26096</b>	<b>PHIL</b>	<b>PHIL 0302</b>	<b>INTRODUCTN TO ETHCS/WRIT PRAC</b>	Lawless,John Corbett Driver,Rachael Elizabeth 4 Credits
	Meets Reqs: PH W	MW	11:00 AM to 11:50 AM CL 242	
For the writing course. Description same as Phil. 0300. This is the writing section of Phil. 0300. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.				
<b>26096</b>	<b>PHIL</b>	<b>PHIL 0302</b>	<b>INTRODUCTN TO ETHCS/WRIT PRAC</b>	Lawless,John Corbett Driver,Rachael Elizabeth 4 Credits
	Meets Reqs: PH W	MW	01:00 PM to 01:50 PM TBA	
For the writing course. Description same as Phil. 0300. This is the writing section of Phil. 0300. The course description and lectures are the same. Writing sections have two meetings in addition to the two lectures each week. Recitation sections provide an opportunity to discuss lecture material and get advice on writing, both of which are important in philosophy.				
<b>31023</b>	<b>PHIL</b>	<b>PHIL 0460</b>	<b>INTRO PHIL MIND</b>	3 Credits
	Meets Reqs: PH	MW	11:00 AM to 11:50 AM CL 324	
Humans have consciousness: we have ideas, sensations, emotions, and experiences of which we are consciously aware. But what is human consciousness? This question will be at the heart at of our course. What types of conscious states should we distinguish? For example, what is the difference between our thoughts and our feelings? How should we understand our conscious experiences, including for example, vision?Most centrally, we will consider what philosophers and cognitive neuroscientists have called the 'hard problem of consciousness.' The 'hard problem' concerns one aspect of consciousness that--even given impressive advances in our scientific understanding of the brain--has continued to escape explanation: the relation between consciousness and the physical world. Are conscious states identical to brain states, or are they caused by brain states? And are brains uniquely capable of generating consciousness, or could, for example, a sophisticated computer be conscious as well?In approaching this 'hard problem', we will be attempting to unify two explanatory pictures of our place as human beings in the world. On the one hand, we consider ourselves as beings with minds, and as subjects of our own thoughts and actions. In this sense, we share something important in common with other living creatures, including tigers, birds and perhaps even insects. On the other hand, as physical beings we are also like objects: like everything else in the physical world, we are comprised of molecules, atoms, and so on. Trying to answer the 'hard problem' will require us to explore what sets us apart in this sense: what makes us, but not objects like sticks and stones, conscious?				
<b>31030</b>	<b>PHIL</b>	<b>PHIL 0462</b>	<b>INTRO PHIL MIND / WRITING LAB</b>	4 Credits
	Meets Reqs: PH	MW	02:00 PM to 02:50 PM CL 317	
A description is not available at this time.				
<b>31030</b>	<b>PHIL</b>	<b>PHIL 0462</b>	<b>INTRO PHIL MIND / WRITING LAB</b>	4 Credits
	Meets Reqs: PH	MW	11:00 AM to 11:50 AM TBA	
A description is not available at this time.				
<b>31031</b>	<b>PHIL</b>	<b>PHIL 0462</b>	<b>INTRO PHIL MIND / WRITING LAB</b>	4 Credits
	Meets Reqs: PH	MW	01:00 PM to 01:50 PM CL 135	
A description is not available at this time.				
<b>31031</b>	<b>PHIL</b>	<b>PHIL 0462</b>	<b>INTRO PHIL MIND / WRITING LAB</b>	4 Credits
	Meets Reqs: PH	MW	11:00 AM to 11:50 AM TBA	
A description is not available at this time.				
<b>30070</b>	<b>PHIL</b>	<b>PHIL 0610</b>	<b>PHILOSOPHY AND SCIENCE</b>	Gallow,Jeffrey Dmitri 3 Credits
	Meets Reqs: PH	TTh	02:00 PM to 02:50 PM CL 324	

This course will offer an introduction to some central questions in the Philosophy of Science. We will begin by asking some general questions about scientific methodology--What is it? What distinguishes it from pseudo-scientific methodologies? Should we believe that scientific methodology will lead us toward truth? If so, why? How does evidence support or confirm a scientific theory? What can science teach us about the nature of reality, and how can it teach us this? In particular, does mature micro-physics give us reason to believe that the entities posited by its theories really exist? We will then shift gears a bit and look at some questions about the metaphysical status of some concepts which appear regularly in scientific practice: explanation, laws, dispositions, causation, and chance. In particular, What is it for something to be a law of nature? In virtue of what do some facts explain other facts? What is a chance? When I say that the chance that the coin lands heads is 50%, what do I mean? What is it for two events to be causally related? What makes claims about what would have happened true or false? What makes claims about objects' dispositions true or false?

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<b>29997</b>	<b>PHIL</b>	<b>PHIL 1110</b> MW	<b>RATIONALISM</b> 04:30 PM to 05:45 PM	<b>CL 317</b>	Wilson,Mark Lowell 3 Credits
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This course will focus on the writings of three philosophers: Descartes, Malebranche, and Leibniz. Reading Descartes' Meditations on First Philosophy we shall study his conceptions of mind, thinking, and knowledge. In particular, we shall consider what Descartes means by an idea. We shall also investigate his thinking about the nature of first philosophy or metaphysics. We shall then discuss how Malebranche and Leibniz developed and transformed Descartes' doctrines.

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<b>31032</b>	<b>PHIL</b>	<b>PHIL 1290</b> T	<b>TOPICS IN HISTRY OF PHILOSOPHY</b> 06:00 PM to 08:30 PM	<b>CL 327</b>	Eisenthal,Joshua 3 Credits
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Ludwig Wittgenstein is perhaps the most important philosopher of the twentieth century. The Tractatus Logico-Philosophicus is the only philosophical work that Wittgenstein published in his lifetime, and it went on to become a foundational text in the analytic tradition. It was read line by line by members of 'The Vienna Circle'--a group of the leading philosophers, scientists and mathematicians of the early twentieth century--and it remains an inspirational, puzzling, and deeply controversial text. This course aims to give you the resources to begin to interpret the Tractatus for yourself. You will explore the rich historical and philosophical background of early analytic philosophy, and by doing so you will gain a critical understanding of some of the most central topics in philosophy today.

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<b>24653</b>	<b>PHIL</b>	<b>PHIL 1310</b> MW	<b>HISTORY OF ETHICS</b> 03:00 PM to 04:00 PM	<b>CL 113</b>	Thompson,Michael J 3 Credits
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This course will examine of some of the principal moral philosophers in one or more of the major historical periods from Homeric times to the present day--such as Plato, Aristotle, Aquinas, Hobbes, Hume, Kant, Nietzsche, Mill, and Rawls.

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<b>29996</b>	<b>PHIL</b>	<b>PHIL 1330</b> TTh	<b>TOPICS IN POLITICAL PHILOSOPHY</b> 09:30 AM to 10:45 AM	<b>PUBHL A522</b>	3 Credits
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Property and sovereignty are pervasive techniques for managing the control of resources, and each operates by empowering select individuals or entities (owners and sovereigns) to exercise coercive authority over other human beings. Beyond this resemblance, the two institutions are internally related, as the sovereign establishes the property regime within his jurisdiction and, indeed, has been traditionally defined by this function: someone is a sovereign only if no higher or outside authority could modify the allocation of property rights within her jurisdiction. This seminar will examine some of the foundational questions about property and sovereignty, considered separately and as the core elements of a single world order. Among the topics that we will consider are: (1) What is property and what is sovereignty, and in what way do they involve the notions of authority and coercion? (2) In what sense, and to what extent, do the rules governing property and sovereignty belong to the realms of nature, custom, or law? (3) To what extent do property and sovereignty regimes constitute a single system of order, either normatively or descriptively? To what extent do they consist of general rules that do not, or ought not, allow for exceptions in cases of emergency? (4) how ought property and sovereignty regimes take into account historical injustice (ranging from stolen goods to unjustified conquest), and how do they relate to theories of distributive justice? 5) Does war constitute the breakdown of the bulwark of the world order? 6) How does the notion of territory relate to both property and sovereignty? 7) Can literal sense be made of the idea that sovereignty might belong to the people (considered collectively)? A consideration of these and other topics will introduce us to historical and contemporary theories of property and sovereignty, and the readings will be drawn from both philosophy and law.

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<b>29993</b>	<b>PHIL</b>	<b>PHIL 1340</b> TTh	<b>FEMINIST PHILOSOPHY</b> 09:30 AM to 10:45 AM	<b>CL 144</b>	McKinney,Rachel Ann 3 Credits
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This course is an introduction to feminist thought, focusing on both theory and praxis. We will look at distinct philosophical approaches to questions about sex and gender, as well as explore debates around concepts such as essentialism, social construction, oppression, and the categories of 'women' and 'femininity.' We will place special emphasis on understanding such social categories in relationship to others such as race, class, sexuality, coloniality, and (dis)ability.

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<b>29994</b>	<b>PHIL</b> Meets Reqs: EX	<b>PHIL 1370</b> W	<b>PHILOSOPHY OF ART</b> 06:00 PM to 08:30 PM	<b>CL 149</b>	3 Credits
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A description is not available at this time.

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<b>27763</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 1682</b> T	<b>FREEDOM AND DETERMINISM</b> 06:00 PM to 08:30 PM	<b>CL 339</b>	Shumener,Erica Houts 3 Credits
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This course will examine some of the central questions in the free will debate: Is free will compatible with determinism? Must we be the ultimate sources of our own actions? Is this notion even coherent, and--if not--where does that leave us? Related questions concerning the topic of moral responsibility will also be explored.

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<b>30555</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 1760</b> MW	<b>RELIGION &amp; RATIONALITY</b> 03:00 PM to 04:15 PM	<b>CL G13</b>	Bahler,Brock A 3 Credits
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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 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, 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?

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<b>24707</b>	<b>PHILH</b> Meets Reqs: PH	<b>PHIL 1040</b> TTh	<b>ARISTOTLE</b> 11:00 AM to 12:15 PM	<b>CL 314</b>	<b>3 Credits</b>
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The aim of this course is to introduce students to Aristotle's philosophy by focusing on three central topics. (1) Substance: What is the world made up of at the most fundamental level? (2) Ethics: What is the good life for a human being? How is life to be guided by such a conception? and (3) What is the nature of reasoning and argument? What is the purpose of different kinds of argument, e.g., proof? Are there different kinds of reasoning and argument appropriate for different kinds of subject matter? We will read parts of Aristotle's Nicomachean Ethics, Categories, Metaphysics, Prior and Posterior Analytics and Topics.

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<b>26069</b>	<b>PHY-AST</b> Meets Reqs: NS	<b>ASTRON 0088</b> W	<b>STONEHENGE TO HUBBLE</b> 06:00 PM to 08:30 PM	<b>THAW 104</b>	<b>3 Credits</b>
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This is a self-contained course for students not majoring in the physical sciences. Lectures focus on practical astronomy and provide a historical perspective of our place in the Universe. Phenomena that can be readily observed with the unaided eye or a small telescope are discussed. The historical perspective starts with the earliest views, and discusses scientific discovery as a process leading up to the modern idea of the expanding Universe of galaxies. Part of this course includes the requirement of one evening "field trip" to the University of Pittsburgh's Allegheny Observatory. The purpose of these trips will be to tour the facility and, if possible, make observations with a telescope. On any one evening only a small fraction of the class will make a trip, so it should be possible to accommodate the students' evening schedules. Nominally, the trips will take place on a Tuesday or Wednesday evening. Bus transportation from the Oakland campus to the Observatory will be provided. A small percentage of the course grade will be based on participation in these field trips.

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<b>10778</b>	<b>PHY-AST</b> Meets Reqs: NS	<b>ASTRON 0088</b> MWF	<b>STONEHENGE TO HUBBLE</b> 11:00 AM to 11:50 AM	<b>ALUM 343</b>	<b>3 Credits</b>
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This is a self-contained course for students not majoring in the physical sciences. Lectures focus on practical astronomy and provide a historical perspective of our place in the Universe. Phenomena that can be readily observed with the unaided eye or a small telescope are discussed. The historical perspective starts with the earliest views, and discusses scientific discovery as a process leading up to the modern idea of the expanding Universe of galaxies. Part of this course includes the requirement of one evening "field trip" to the University of Pittsburgh's Allegheny Observatory. The purpose of these trips will be to tour the facility and, if possible, make observations with a telescope. On any one evening only a small fraction of the class will make a trip, so it should be possible to accommodate the students' evening schedules. Nominally, the trips will take place on a Tuesday or Wednesday evening. Bus transportation from the Oakland campus to the Observatory will be provided. A small percentage of the course grade will be based on participation in these field trips.

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<b>11263</b>	<b>PS</b> Meets Reqs: SS COM	<b>PS 0300</b> TTh	<b>COMPARATIVE POLITICS</b> 10:00 AM to 10:50 AM	<b>WWPH 1500</b>	<b>Peters, B. Guy</b> <b>3 Credits</b>
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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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<b>25804</b>	<b>PS</b> Meets Reqs: SS GLO	<b>PS 0500</b> MW	<b>WORLD POLITICS</b> 11:00 AM to 11:50 AM	<b>CL 232</b>	<b>Spaniel, William J</b> <b>3 Credits</b>
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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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<b>16619</b>	<b>PS</b> Meets Reqs: PH	<b>PS 0600</b> TTh	<b>POLITICAL THEORY</b> 12:00 PM to 12:50 PM	<b>WWPH 1500</b>	<b>Mackenzie, Michael</b> <b>Kenneth</b> <b>3 Credits</b>
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This course is designed to introduce students to the idea of normative political theory and to important authors and concepts in the western political theory tradition. Students will learn to understand both historical and contemporary debates surrounding important political concepts such as authority, justice, liberty, and democracy, and to appreciate the differences among normative, empirical, logical, and faith-based political claims. Students will learn to read critically and analytically, to make simple normative arguments, and to explain the specific role of normative arguments in political science and political life. Depending on the interests, area of expertise, and inclinations of the particular instructor, some of these may be emphasized more heavily than others.

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<b>11132</b>	<b>PS</b> Meets Reqs: COM	<b>PS 1311</b>	<b>WESTERN EURP GOVERNMENT &amp; POLIT</b> 12:00 AM to 12:00 AM	<b>TBA</b>	<b>Whitehead, Jeffrey</b> <b>Robert</b> <b>3 Credits</b>
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This course is offered through the Study Abroad Office. Please contact them for further information.

<b>25035</b>	<b>PS</b>	<b>PS 1311</b>	<b>WESTERN EURP GOVERNMENT &amp; POLIT</b>	Whitehead, Jeffrey Robert
	Meets Reqs: COM		12:00 AM to 12:00 AM TBA	3 Credits

This course is offered through the Study Abroad Office. Please contact them for further information.

<b>26411</b>	<b>PS</b>	<b>PS 1330</b>	<b>EUROPEAN UNION SEMINAR</b>	Counselman, Joshua Tyler
		TTh	11:00 AM to 12:15 PM CL 126	3 Credits

What is happening to Europe? In the course, we will explore various 'crises' confronting the EU such as the 2008 financial crisis and Greece's ongoing debt crisis, BREXIT, refugee migration, European integration and identity, and the democratic deficit in the EU. Part I of the course briefly reviews the EU's institutions. Part II explores the rise of challenges from multiple perspectives such as cultural, historical, economic, and political explanations. Part III analyzes the EU's response from its institutions, member states, and voters as well as the consequences for the EU.

<b>31152</b>	<b>PS</b>	<b>PS 1349</b>	<b>TRNSATLNTC GVRNC AND POLICY</b>	Marolda, Gemma
		MW	03:00 PM to 04:15 PM WWPB 4625	3 Credits

The economic, political and defense links between North American countries and European countries, and especially the European Union, generate important governance and policy issues. This course examines those issues in light of general theories of governance at the national and international levels. Special attention will be given to on-going trade negotiations and climate change policy.

<b>30241</b>	<b>PS</b>	<b>PS 1364</b>	<b>CLIMAT CHNG PUB POL EUROP&amp;US</b>	Aklin, Michael
		MW	09:00 AM to 10:15 AM WWPB 5200	3 Credits

Climate change is one of the most difficult problems faced by humankind. We are all causing and suffering from it to varying degrees. As a result, some have labeled it a "super wicked problem." The politics underlying climate change are complex and therefore particularly interesting. In the first part of this course, we will analyze what policymaking really is: how does it work? How are policies designed? Where is policymaking the most effective? In the second part, we will study the determinants of climate policy in Europe and elsewhere. Specifically, we will investigate the role played by public opinion, political leaders, bureaucracies, scientists, and interest groups. The last part of this course evaluate the effectiveness of actual policies designed to solve climate change. We will examine a broad range of policies ranging from carbon taxes to technology transfers.

<b>16456</b>	<b>PS</b>	<b>PS 1381</b>	<b>CAPSTONE SEMINAR COMP POLITICS</b>	Spoon, Jae-Jae M
	Meets Reqs: W	T	10:00 AM to 12:30 PM WWPB 4801	3 Credits

It couldn't be a more interesting time to study parties and elections in Europe with Brexit, independence movements, immigration, the far right, financial crises and security playing increasingly large roles in electoral campaigns and public discussion. In this capstone course, we will work to understand these and other issues and how they are influencing what voters want, how parties respond, and election outcomes across Europe.

<b>31332</b>	<b>PS</b>	<b>PS 1384</b>	<b>TOPICS IN COMPARATIVE POLITICS</b>	Lund, Stephen Eric
		TTh	09:00 AM to 10:15 AM LAW G12	3 Credits

At a time when the European Union faces an existential crisis and a serious multi-dimension disintegration threat (as evidenced, for instance, by the withdrawal of existing members and the possible collapse of common policies), understanding the EU and its impact on the international arena seems more important than ever. Too often, even in Europe, the history of the EU, the legal infrastructure of the European project of integration and the effects of harmonization/unification of the legal systems of the Member States by the EU remain unknown to many. From an European perspective, this is detrimental to feeling European, gives rise to misleading information and constitutes the breeding-ground of populist political narratives. Conversely, from a non-EU perspective, this lack of knowledge prevents non-Member States to consider the EU as a possible geo-political model or as an exporter of regulatory standards and, moreover, limits the possibility of non-Member States to understand the legal framework that governs one of the largest economy of the world. The proposed course, addressed both to undergraduate and law students, intends to introduce students to the EU and its policy framework from an international law perspective. On the one hand, it aims at providing them with a basic but critical understanding of the historical, institutional, constitutional and substantive dimension of the EU and of the sui generis character of the Union legal order vis-À-vis international law. On the other hand, it strives to explore the fundamentals of EU business law with the aim to analyze the legal challenges that a non-Member State business could face when entering the EU market. The first part of the course will provide students with a general introduction on the EU and EU law. After a synopsis of the history, the institutional structure and the competences of the EU, the course will focus on the sources and the principles of EU Law and on its status within the legal systems of Member States. Attention will also be devoted to the crucial aspect of enforcing EU law by both EU and national level institutions and to the key features of substantive EU law, with a particular emphasis on the four freedoms and on EU Competition law. The second part of the course will examine the (at times tormented) relationship between EU law and public international law. Following a concise illustration of the basic features of public international law, the status of the EU as a (sui-generis) legal order and the rising role of the EU as a co-creator of the international legal order will be analyzed. The third part of the course will deal with the fundamentals of European business law in an international setting. Subjects covered will include jurisdiction and choice of law in civil and commercial matters, consumer protection in European law and the impact of EU law on international commercial arbitration.

<b>26970</b>	<b>PS</b>	<b>PS 1509</b>	<b>CONFLICT AND WAR THEORY</b>	Gochman, Charles S
		TTh	02:30 PM to 03:45 PM LAWRN 106	3 Credits

Violent conflict among organized groups has existed across millennia and empirical evidence suggests that the ability and willingness of humans to employ violence remains robust. This course explores a particular class of organized violence, namely, militarized conflict among states. We examine alternative explanations for violent conflict and war in interstate relations and explore how well these explanations fare in light of empirical evidence. We look at how factors such as geographic proximity, material capabilities, military alliances, economic ties, domestic political systems, membership in international organizations, and historical rivalries impinge on states' decisions to engage in military violence.

<b>11264</b>	<b>PS</b>	<b>PS 1581</b>	<b>CAPSTONE SEM INT'L RELATIONS</b>	Savun, Burcu
	Meets Reqs: W	Th	09:30 AM to 11:50 AM WWPB 4801	3 Credits



The goal of this class is to familiarize students with ways states manage and/or resolve their conflicts. We will examine various conflict management techniques third parties employ and their effectiveness in ending hostilities. You will learn about the effectiveness of strategies such as negotiation, mediation, arbitration and adjudication, sanctions, military and humanitarian intervention, nation-building, and the design of peace agreements. We will also talk about the role of the United Nations and regional organizations in conflict management.

<b>16459</b>	<b>PS</b> Meets Reqs: W	<b>PS 1581</b> M	<b>CAPSTONE SEM INT'L RELATIONS</b> 01:00 PM to 03:30 PM	<b>WWPH 4801</b>	Spaniel, William J 3 Credits
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Why do states acquire nuclear weapons? What happens once they do? This capstone looks to recent developments in the nuclear proliferation literature for answers. The emphasis will be on finding general patterns that apply across countries. Students will be asked to develop their own theories for nuclear proliferation and investigate how well existing scholarship applies to particular cases.

<b>27738</b>	<b>PS</b>	<b>PS 1604</b> MW	<b>MYTH, PROPAGANDA &amp; THE STATE</b> 03:00 PM to 04:15 PM	<b>CL 142</b>	Lotz, Andrew Louis 3 Credits
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This course focuses on a single notion: that states use narrative(s) to support their regimes. The class aims to prepare students for understanding how story, myth, propaganda, and indoctrination are used by various political actors to build, sustain, and/or destroy regimes. The course begins with a consideration of quintessential cases of states engaging in these practices (Ancient Rome, Fascist Italy, Imperial Japan, and Cambodia under the Khmer Rouge). It then examines parallel examples within United States history and narratives. The second half of the course then focuses on the practice of Propaganda specifically, considering its modern origins in WWI, examining transitions in technique across multiple states, weighing linkages to advertising and public information campaigns, and finally having students construct their own propaganda. The course concludes with a formal content analysis training focused on a particular vein of propaganda, and an assignment that has students blending content analysis consideration with political theory argument construction.

<b>30092</b>	<b>PS</b>	<b>PS 1612</b> TTh	<b>MARXISM</b> 02:30 PM to 03:45 PM	<b>LAWRN 105</b>	Mackenzie, Michael Kenneth 3 Credits
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The aim of this course is to give students a rich understanding of the complexities, controversies, critiques, and relevance of a political philosophy -- Marxism -- that has done more to inspire both devotion and opposition than perhaps any other modern system of political thought. We will begin with an introduction to Marx's life and work, followed by an exploration of the philosophical tradition in which his work is situated -- including Hegel, early socialist thinkers (e.g. Saint-Simon), and social critics (e.g. Feuerbach). The second section of the course will be devoted to Marx's own contributions to political and economic theory, followed by an analysis of some of the early responses to the emergence of Marxism as a political movement. The final section will explore modern interpretations of Marxism in relation to current issues such as inequality, automation, democracy, and participatory economics.

<b>11528</b>	<b>PSY</b>	<b>PSY 1050</b>	<b>TOPICS IN PSYCHOLOGY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead, Jeffrey Robert 3 Credits
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Pitt London program

<b>11109</b>	<b>RELGST</b> Meets Reqs: REG	<b>RELGST 0083</b> TTh	<b>MYTHOLOGY IN THE ANCIENT WORLD</b> 02:30 PM to 03:45 PM	<b>WWPH 1501</b>	Jones, Marilyn Morgan 3 Credits
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This course introduces students to some of the dominant themes we see in both the Old and New Testaments of the Bible. Some of these themes include: God, creation, covenant, revelation, prophecy, wisdom, fertility, social justice, and ritual. We consider the development and function of each theme in its social and historical context across the biblical canon, comparing and contrasting how these ideas reiterate basic biblical concepts. The primary text is the Bible itself with secondary readings providing background and context.

<b>10554</b>	<b>RELGST</b> Meets Reqs: HS REG	<b>RELGST 1130</b> TTh	<b>VARIETIES OF EARLY CHRISTNITY</b> 04:00 PM to 05:15 PM	<b>LAWRN 120</b>	Denova, Rebecca I 3 Credits
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This course will examine the many different and often competing forms of Christianity that existed during the first five centuries of our common era. We will include an historical survey of Mediterranean culture and society in the historical Roman Empire to help us understand the ways in which Christianity developed in relation to the philosophical, sociological, theological, and political environment of this period. We will also focus on the contribution of the early varieties of Christianity to modern Western views of the relationship between the individual body and society. The literature of this period represents a broad variety of beliefs and practices ranging from philosophical views of god and matter (and the nature of each), to notions of life-long celibacy.

<b>30272</b>	<b>RELGST</b> Meets Reqs: HS REG	<b>RELGST 1151</b> MW	<b>DEATH IN MEDITERRANEAN WORLD</b> 03:00 PM to 04:15 PM	<b>CL 151</b>	Denova, Rebecca I 3 Credits
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In many cultures, people sometimes ask fundamental questions about their existence, including, "what happens after we die?" This course will focus on the evolution of beliefs and rituals related to death and the afterlife in and around the ancient Mediterranean basin, including Egyptian, Greek, Etruscan, and Roman cultures. Using an interdisciplinary approach, we will combine methodologies from anthropology, classics, history, and religious studies. Topics to be covered include myths of the afterlife, books of the dead, magic and death rituals, funeral practices and paraphernalia (disposal of the dead), cults of the dead, divinization, heaven and hell, judgment, and the impact of christianization on the ancient understanding of death.

<b>30282</b>	<b>RELGST</b> Meets Reqs: HS COM	<b>RELGST 1240</b> TTh	<b>JEWS AND THE CITY</b> 11:00 AM to 12:15 PM	<b>CL 113</b>	Kranson, Rachel L 3 Credits
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This course will trace the eastern European Jewish diaspora to urban destinations around the world, before training its lens on the Jewish encounter with American cities.

<b>26021</b>	<b>RELGST</b> Meets Reqs: HS REG	<b>RELGST 1252</b> TTh	<b>HOLOCAUST HISTORY &amp; MEMORY</b> 02:30 PM to 03:45 PM CL 239	Kranson,Rachel L 3 Credits
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The holocaust ' that is, the genocide of six million Jews in Nazi-occupied Europe during World War II -- was a critical event of the early twentieth-century that continues to resonate today. Our historical survey will look at the holocaust primarily through the experiences of its Jewish victims, though we will discuss some of the other groups, such as the roma, disabled people, and gays and lesbians, who were also targeted and systematically murdered by the Nazis. Additionally, we will think about the perpetrators of the holocaust and the ideologies that led to the genocide, such as racism, nationalism, and anti-Semitism. Finally, we will move beyond the history of the holocaust to think about the ways that this event has been remembered and reconstructed by survivors, nations, institutions, museums, the arts, popular culture and the media. Looking at how institutions here in Pittsburgh commemorate the holocaust will offer us local, concrete examples of how people continue to grapple with this history.

<b>30549</b>	<b>RELGST</b> Meets Reqs: HS REG	<b>RELGST 1330</b> TTh	<b>MEDIEVAL HISTORY 2</b> 02:30 PM to 03:45 PM CL 242	Archibald,Elizabeth Pitkin 3 Credits
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This course examines Europe and the Mediterranean world in the later Middle Ages, c. 1000-1500 CE. Taking into account social, political, economic, religious, artistic, and intellectual developments, we will assess the varieties, continuities, and radical transformations of medieval culture, with a particular emphasis on evaluation of source materials and the depictions of this age in popular culture and legend.

<b>22280</b>	<b>SLAVIC</b> Meets Reqs: IFN COM	<b>SLAV 0660</b> M	<b>SCI-FI: EAST AND WEST</b> 06:00 PM to 08:25 PM CL000G8	3 Credits
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This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge.

<b>11035</b>	<b>SLAVIC</b> Meets Reqs: IFN COM	<b>SLAV 0660</b> MW	<b>SCI-FI: EAST AND WEST</b> 03:00 PM to 04:15 PM CL 324	Budenkova,Zhanna 3 Credits
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This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge.

<b>11034</b>	<b>SLAVIC</b> Meets Reqs: REG	<b>SLAV 0880</b> TTh	<b>VAMPIRE: BLOOD AND EMPIRE</b> 04:00 PM to 05:15 PM CL000G8	Wisnosky,Marc 3 Credits
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This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them.

<b>28232</b>	<b>SLAVIC</b> Meets Reqs: REG	<b>SLAV 0880</b> M	<b>VAMPIRE: BLOOD AND EMPIRE</b> 06:00 PM to 08:30 PM CL 139	Wisnosky,Marc 3 Credits
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This course examines the phenomenon of vampirism in verbal and visual texts from different time periods in various cultures (Russia, Poland, France, England, America). Why do vampires capture the imagination especially of Anglophone readers? What qualities does the vampire incarnate? Which historical events and customs have triggered particular enthusiasm for depicting the undead? How have the depictions of the vampire evolved over centuries? Our discussions will address these issues as we analyze stories, novels, and films focusing on vampires from a variety of critical perspectives, contextualizing the works in the cultures that produced them.

<b>24719</b>	<b>SLAVIC</b>	<b>UKRAIN 0040</b> TTh	<b>INTERMEDIATE UKRAINIAN 2</b> 11:00 AM to 12:15 PM CL 136	Lernatovych,Oksana 3 Credits
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This is a course in second-semester, second-year Ukrainian language.

<b>30236</b>	<b>SOC</b> Meets Reqs: GLO	<b>SOC 0005</b> TTh	<b>SOCIETIES</b> 11:00 AM to 12:15 PM BENDM 227	Singh,Vijai P 3 Credits
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This course offers an introduction to society and culture in international perspective. We will explore how people organize their social life in different societies, by comparing social behavior and institutions, cultural and political economy in different parts of the world. We will broaden our understanding of people who live in different national, social -cultural environments.

<b>10649</b>	<b>SOC</b> Meets Reqs: GLO	<b>SOC 0005</b> MW	<b>SOCIETIES</b> 10:00 AM to 10:50 AM CL 232	Epitropoulos,Mike F 3 Credits
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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.

<b>28022</b>	<b>SOC</b> Meets Reqs: SS	<b>SOC 0150</b> TTh	<b>SOCIAL THEORY</b> 09:30 AM to 10:45 AM	<b>WWPH 2200</b>	Bloom,Joshua 3 Credits
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This is an introduction to the theory and the relevance today of the three most influential sociologists of the past, Karl Marx, Emile Durkheim and Max Weber. Students will learn how to read theory. We will read and interpreting some of the main writings of these foundational sociologists in their own words. We will ask how relevant their work is today. And from a place of understanding, we will develop comparisons between and critiques of their theories. The world has changed considerably since these dead Europeans wrote. For example, except for Marx, they neglected gender; except for Weber, they neglected ethnicity and war. Yet their concepts and theories still help illuminate much of social life.

<b>11102</b>	<b>SOC</b> Meets Reqs: SS	<b>SOC 0150</b> TTh	<b>SOCIAL THEORY</b> 02:30 PM to 03:45 PM	<b>WWPH 2200</b>	Bamyeh,Mohammed A 3 Credits
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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.

<b>11197</b>	<b>SOC</b> Meets Reqs: SS W M	<b>SOC 0150</b>	<b>SOCIAL THEORY</b> 06:00 PM to 08:30 PM	<b>WWPH 2800</b>	Hiers,Wesley Jonathan 3 Credits
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What is social power, and what is its role in human affairs? What are the major forces that drive social change and social reproduction? What is social order, and what are its bases? How should we conceptualize social inequality, and what determines its character and degree? Is it best to analyze the social world by looking at the actions of individuals, or are there more influential social forces that operate in ways that cannot be reduced to their constituent parts? What are the determinants of human consciousness, and what role does it deserve in proper social analysis? Do ideas matter? Through a sustained engagement with how some of sociology's most important theorists have responded to such questions, this course will help you develop an intellectual appreciation for, and your own perspective on, these enduring social questions.

<b>30244</b>	<b>SOC</b>	<b>SOC 0339</b> TTh	<b>SOCIOLOGY OF RELIGION</b> 11:00 AM to 12:15 PM	<b>WWPH 5401</b>	Bamyeh,Mohammed A 3 Credits
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This course is a review of the theoretical debates surrounding the classical secularization theses and the claim of the 'return of religion' in the contemporary world. These debates include critical insights from classical theorists of religion, e.g., Emile Durkheim, Max Weber, Karl Marx, Sigmund Freud, and contemporary scholars like Clifford Geertz, Jürgen Habermas, Charles Taylor, and Talal Asad. A review of their contributions to the debates requires analysis of the relationship between religion and modernity, on the one hand, and redefining their focus altogether as a response to the newly emerged socio-political realities, on the other.

<b>19067</b>	<b>SOC</b>	<b>SOC 0477</b> MW	<b>MEDICAL SOCIOLOGY</b> 01:00 PM to 01:50 PM	<b>CL000G8</b>	Epitropoulos,Mike F 3 Credits
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Health Care is of the most debated subjects in the US. The US is the only industrialized nation to not offer its citizens basic health care services. At the same time, we possess some of the latest and greatest medical technology, pharmaceuticals, and services in the world. 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.

<b>24496</b>	<b>SOC</b> Meets Reqs: SS HS COMREG	<b>SOC 1319</b>	<b>IMMIGRATION</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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A description is not available at this time.

<b>30335</b>	<b>SOC</b> Meets Reqs: SS HS COMREG	<b>SOC 1319</b>	<b>IMMIGRATION</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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A description is not available at this time.

<b>30397</b>	<b>SOC</b>	<b>SOC 1386</b>	<b>FRENCH REVOLUTION</b>		Roegge,Pernille
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<b>24895</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b>	<b>INTERNATIONAL MARKETING</b>	Whitehead,Jeffrey Robert Schultz,Bryan Paul 3 Credits
			12:00 AM to 12:00 AM TBA	
A description is not available at this time.				
<b>12234</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b>	<b>INTERNATIONAL MARKETING</b>	Whang, Yun-Oh 3 Credits
		Th	06:30 PM to 09:00 PM CL 242	
A description is not available at this time.				
<b>23591</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b>	Schultz,Bryan Paul Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
A description is not available at this time.				
<b>24893</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b>	Whitehead,Jeffrey Robert Schultz,Bryan Paul 3 Credits
			12:00 AM to 12:00 AM TBA	
A description is not available at this time.				
<b>24848</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b>	Whitehead,Jeffrey Robert Schultz,Bryan Paul 3 Credits
			12:00 AM to 12:00 AM TBA	
A description is not available at this time.				
<b>12361</b>	<b>ADMJ</b>	<b>ADMJ 1245</b>	<b>TERRORISM</b>	Fitzgerald,John 3 Credits
		W	06:00 PM to 08:30 PM WWPH 1502	
This course focuses upon the social, political, economic and philosophical reasons for the development and spread of terrorism throughout the world, and examines potential dangers inherent in these practices and possible means of solutions to them. Special attention will be given each term to domestic and international acts of terror that affect American citizens, interests, and policies.				
<b>12351</b>	<b>ADMJ</b>	<b>ADMJ 1245</b>	<b>TERRORISM</b>	Bober,Mitchell S 3 Credits
		M	02:30 PM to 04:55 PM LAWRN 203	
This course focuses upon the social, political, economic and philosophical reasons for the development and spread of terrorism throughout the world, and examines potential dangers inherent in these practices and possible means of solutions to them. Special attention will be given each term to domestic and international acts of terror that affect American citizens, interests, and policies.				