



## CERTIFICATE IN WEST EUROPEAN STUDIES



### Approved Courses for Spring 2016

The European Studies Center is pleased to provide you with a copy of our course offerings for spring 2016 (2164). Courses not listed in this booklet *may* count towards the certificate with permission of the ESC advisor.

#### **CERTIFICATES**

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

#### **Undergraduate Certificate in West European Studies**

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

#### **Graduate Certificate in West European Studies**

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

#### **CONTACT INFORMATION**

Undergraduate Advisor	Stephen Lund	(412) 648-7422	<a href="mailto:slund@pitt.edu">slund@pitt.edu</a>
Graduate Advisor	Allyson Delnore	(412) 624-5404	<a href="mailto:adelnore@pitt.edu">adelnore@pitt.edu</a>

<b>26077</b>	<b>CGS</b> Meets Reqs: EX	<b>CLASS 1140</b> Sa	<b>GREEK TRAGEDY</b> 09:30 AM to 12:30 PM	<b>CL 206</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. This is a Self-Paced course. Workshop attendance is strongly advised. Workshop dates: 1/9, 2/6, 3/19/2016.					
<b>28734</b>	<b>CGS</b> Meets Reqs: HS REG	<b>CLASS 1220</b> Th	<b>ROMAN HISTORY</b> 06:00 PM to 08:30 PM	<b>CL 252</b>	Scott,Wesley B 3 Credits
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>26078</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 239</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 "religiosity" 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>26094</b>	<b>CGS</b> Meets Reqs: COM	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b> 12:00 AM to 12:00 AM	<b>WEBTBA</b>	Gajanan,Shailendra N 3 Credits
This course provides an introduction to the field of international economics. The course divides roughly in half between topics from international trade and from international finance. Topics to be covered include: comparative advantage; the effects of tariffs and other forms of protectionism; U.S. commercial policy; the balance of payments; exchange rates; and the international monetary system. This is a CGS Web course with web based instruction and weekly web interaction is required. Students must have Internet access to take this course.					
<b>26100</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>	Gillespie,Peter E 3 Credits
"What is literature?" Readers, writers, and scholars have tried for centuries to answer that question. Is literature 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 instruction and weekly web interaction is required. Students must have Internet access to take this course.					
<b>27751</b>	<b>CGS</b> Meets Reqs: LIT	<b>ENGLIT 0325</b>	<b>SHORT STORY IN CONTEXT</b> 12:00 AM to 12:00 AM	<b>WEBTBA</b>	Bagley,Sarah Caroline 3 Credits
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 instruction and weekly web interaction is required. Students must have Internet access to take this course.					
<b>26101</b>	<b>CGS</b> Meets Reqs: MA COM	<b>HAA 0010</b>	<b>INTRODUCTION TO WORLD ART</b> 12:00 AM to 12:00 AM	<b>WEBTBA</b>	Harkness,Kristen Marie 3 Credits
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>28741</b>	<b>CGS</b> Meets Reqs: MA REG	<b>HAA 0030</b> Th	<b>INTRODUCTION TO MODERN ART</b> 06:00 PM to 08:30 PM	<b>CRAWF 241</b>	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>28742</b>	<b>CGS</b>	<b>HAA 0040</b>	<b>INTRO TO WESTERN ARCHITECTURE</b>		
	Meets Reqs: MA REG	M	06:00 PM to 08:30 PM	FKART 202	3 Credits

This course introduces students to western architecture from the ancient world until today. The course works both chronologically--as a history of phases and styles--and methodologically, examining the contextual issues that gave each period its distinctive architecture. Students who take this course will understand fundamental developments in our western architectural heritage and be ready to make critical judgments on buildings. The course prepares students, if they wish, to take more specialized studies in the history of architecture or in any other branch of art history.

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<b>26103</b>	<b>CGS</b>	<b>HIST 0101</b>	<b>WESTERN CIVILIZATION 2</b>		Behrendt,Andrew Ernest
	Meets Reqs: HS REG	M	06:00 PM to 08:30 PM	CL 142	3 Credits

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.

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<b>26106</b>	<b>CGS</b>	<b>HIST 1776</b>	<b>VARIETIES OF EARLY CHRISTNITY</b>		Denova,Rebecca I
	Meets Reqs: HS REG	T	06:00 PM to 08:30 PM	CL 239	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."

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<b>28735</b>	<b>CGS</b>	<b>HIST 1781</b>	<b>ROMAN HISTORY</b>		Scott,Wesley B
	Meets Reqs: HS REG	Th	06:00 PM to 08:30 PM	CL 252	3 Credits

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.

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<b>26115</b>	<b>CGS</b>	<b>MUSIC 0211</b>	<b>INTRO TO WESTERN ART MUSIC</b>		Smith,Max Hylton
	Meets Reqs: MA HS	Sa	01:00 PM to 04:00 PM	MUSIC 132	3 Credits

This course introduces the main stylistic features, composers, and selected compositions of the various periods in the history of Western art music from the Middle Ages to the 20th century. Emphasis is placed on learning to listen more critically and sensitively. This is a Self--Paced course. Workshop attendance is strongly advised. Workshop dates: 1/23, 2/20, 3/26/2016.

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<b>28722</b>	<b>CGS</b>	<b>PS 1503</b>	<b>INTERNATIONAL ORGANIZATION</b>		
	Meets Reqs: GLO	T	06:00 PM to 08:30 PM	VICTO 114	3 Credits

This course examines why international organizations exist and whether they make a difference in solving global problems. Questions to be addressed include: Are international organizations effective? Where does their power come from? Why are some organizations designed differently than others? Why do countries use international organizations to achieve their goals? Part I of the course introduces students to theories and debates about international institutions. Part II provides students with practical knowledge about the major international organizations, including the United Nations, European Union, international financial institutions, military alliances, international treaties, and regional organizations. Part III of the course assesses the effectiveness of international organizations in particular issue areas, including human rights, peacekeeping, international development, and the environment.

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<b>26135</b>	<b>CGS</b>	<b>RELGST 1130</b>	<b>VARIETIES OF EARLY CHRISTNITY</b>		Denova,Rebecca I
	Meets Reqs: HS REG	T	06:00 PM to 08:30 PM	CL 239	3 Credits

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.

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<b>26136</b>	<b>CGS</b>	<b>SLAV 0660</b>	<b>SCI-FI: EAST AND WEST</b>		
	Meets Reqs: IFN COM	Sa	01:00 PM to 04:00 PM	CL G18	3 Credits

This course examines Slavic and anglophone science fiction comparatively. It assesses how a given culture's dominant values are articulated in a popular genre that enjoys different status in the East (i.e., Eastern Europe) and the West (i.e., England and America). Those values emerge in works that imaginatively posit "fantastic" situations rooted in biological, spatial, and temporal explorations beyond those currently verified by science. On the basis of films (e.g., "The Terminator", "The Fly"), film clips, TV shows, novels (e.g., "Solaris", "The Futurological Congress"), novellas, and stories, we shall discuss such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates: 1/9, 2/6, 3/19/2016.

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<b>26136</b>	<b>CGS</b> Meets Reqs: IFN COM	<b>SLAV 0660</b> Sa	<b>SCI-FI: EAST AND WEST</b> 01:00 PM to 04:00 PM	<b>CL G19A</b>	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. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates: 1/9, 2/6, 3/19/2016.

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<b>26137</b>	<b>CGS</b> Meets Reqs: REG	<b>SLAV 0880</b> Sa	<b>VAMPIRE: BLOOD AND EMPIRE</b> 09:30 AM to 12:30 PM	<b>CL 206</b>	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. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates: 1/23, 2/20, 3/26/2016.

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<b>27171</b>	<b>CGS</b> Meets Reqs: REG	<b>SLAV 0880</b> Th	<b>VAMPIRE: BLOOD AND EMPIRE</b> 06:00 PM to 08:30 PM	<b>CL 332</b>	Metil,Robert C 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.

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<b>23506</b>	<b>CLASS</b> Meets Reqs: REG	<b>CLASS 0010</b> TTh	<b>GREEK CIVILIZATION</b> 04:00 PM to 05:15 PM	<b>CL 213</b>	Korzeniewski,Andrew J. 3 Credits
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This course will survey the major achievements of ancient Greek civilization. Arranged on a roughly chronological basis, the readings and lectures will move from the epic poetry of Greece's heroic Bronze Age, through the great intellectual innovations of the Archaic Age, to the Classical era dominated by the contrasting contributions of Sparta and Athens. Although the social and economic background will not be neglected, the chief emphasis will be placed on those aspects of Greek civilization that have retained a perennial significance for Western societies-- its literature, its politics, its historical writing, its philosophy, its art and architecture.

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<b>11297</b>	<b>CLASS</b> Meets Reqs: REG	<b>CLASS 0030</b> TTh	<b>MYTHOLOGY IN THE ANCIENT WORLD</b> 02:30 PM to 03:45 PM	<b>LAWRN 209</b>	Jones,Marilyn Morgan 3 Credits
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Our subject will be the traditional stories--myths, legends, and folktales--of the Greeks and Romans. Traditional stories are ones that, by virtue of some compelling attraction, manage to survive from generation to generation, so our main task will be to discover just what that 'compelling attraction' was. The creation of the universe, the first woman Pandora, the Twelve Gods and Goddesses, the theft of fire by Prometheus, Helen and the Trojan War, the foundation of Rome by Aeneas, and Ovid's fanciful metamorphoses are examples of the stories from our modern illustrated reader Classical Myth by Barry B. Powell. By way of providing a context for our stories, the instructor will also devote much attention to such topics as popular belief and superstition, cult rituals, sanctuaries of the gods, oracles and prophets, the conceptualization of male and female, sexuality, and the social and cultural basis of myth in general. Throughout, we shall examine the many theories about the meaning of traditional stories from antiquity down to our own day.

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<b>30604</b>	<b>CLASS</b>	<b>CLASS 0330</b> T	<b>MYTH AND SCIENCE</b> 06:00 PM to 08:30 PM	<b>CL 313</b>	Kneer,Markus 3 Credits
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<b>20602</b>	<b>CLASS</b> Meets Reqs: MA EX HS IFN COM	<b>CLASS 0400</b> T	<b>ANCIENT EMPIRES</b> 06:00 PM to 08:30 PM	<b>FKART 203</b>	Weis,H Anne 3 Credits
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HAA 0160: The goals of the course are to introduce students to historically influential empires of the ancient Near Eastern and Mediterranean world: Akkad, Egypt, Assyria, Persia, Athens, and Rome. Rather than history as it is reconstructed from texts, this survey will emphasize the comparative cultural profiles of these empires as they are known from the archaeological record: the king, emperor, and in the case of Athens, the Demos, and their constituencies (elites, military, gods), the resources required to control these constituencies (essential commodities, luxuries, an expanded workforce), the visual themes and monument types that were chosen to advertise the success and promote the continuity of the regime beyond the lifetime of its founder, the use of regional themes to establish continuity with the historical past, and the cultural impact of empires on those who belonged to them and those who did not. Monument types will include: palaces and tombs, temples and booty as thank-offering for the acquisition of resources, 'collections' as illustrative of the regimes' control over history and geography (i.e. gardens, zoos, museums, libraries, gifts from other monarchs), administrative buildings and institutions (law codes and their presentation).

<b>23608</b>	<b>CLASS</b>	<b>CLASS 1220</b>	<b>ROMAN HISTORY</b>	Korzeniewski, Andrew J.
	Meets Reqs: HS REG	MW	03:00 PM to 04:15 PM	CL 335
				3 Credits

This course is a survey of Roman history from the founding of the city of Rome in the 8th Century BCE to her zenith when her reign stretched from Britain in the West to the Tigris and Euphrates in the East and, finally, to her gradual overexpansion, mismanagement, and decline. This class will investigate Rome's transition from monarchy to republic and how Julius Caesar and a bloody civil war pushed control of the state into the hands of an emperor. As we read a modern narrative history of Rome along with the works of ancient historians, we will examine how she acquired and governed her empire; under what forms of government and under whose leadership the affairs of the Roman People were administered; and what caused led to the breakup of the Roman Empire. Simultaneously, we shall discuss how the idea of Rome still exists today and how Roman influences continue to pervade and influence our modern culture. Class time will be devoted to lecture, visual presentations (slides, videos, Power Points"), as well as possibly student reports.

<b>29158</b>	<b>CLASS</b>	<b>CLASS 1250</b>	<b>LAW &amp; SOCIETY IN GREECE &amp; ROME</b>	Jones, Nicholas F
		MWF	11:00 AM to 11:50 AM	CL 144
				3 Credits

The course presents an overview of the legal systems of ancient Greece (especially classical Athens) and Rome, with particular attention to the interconnections of law with the ancient Greek and Roman societies. Within this general framework, the instructor will emphasize the following themes: (1) legal interventions in private life (for example, the family, marriage, reproduction, sexual morality, religion and voluntary associations); (2) the differential design and enforcement of the law according to social class, gender and so on; (3) the dynamic interaction of law and society within the wider context of historical change; and (4) 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 and to acquire a better appreciation of the classical civilizations and to acquire a better appreciation of the classical antecedents of our own legal system. The course will be organized around two modern overviews in English of the law of classical Athens and Rome, with the syllabus divided into Greek and Roman halves and each week's work geared to a specific topic or aspect. Where appropriate, readings will be supplemented by slides and videos.

<b>29811</b>	<b>CLASS</b>	<b>CLASS 1312</b>	<b>PLATO</b>	Bonello, Alessandro
		MW	01:00 PM to 02:15 PM	CL 216
				3 Credits

This course will examine Plato's views on key topics in Ethics, Metaphysics, and the Theory of Knowledge. We shall look into Plato's relation to Socrates and the evolution of his own mature views.

<b>10622</b>	<b>CLASS</b>	<b>CLASS 1432</b>	<b>VARIETIES OF EARLY CHRISTNITY</b>	Denova, Rebecca I
	Meets Reqs: HS REG	TTh	02:30 PM to 03:45 PM	CL 324
				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>29652</b>	<b>CLASS</b>	<b>CLASS 1510</b>	<b>GREEK ART</b>	Weaver, Carrie L
	Meets Reqs: MA EX REG	MW	03:00 PM to 04:15 PM	FKART 202
				3 Credits

HAA 1110: Greek civilization and its advances in the arts and sciences provided the intellectual foundation for western civilization. This undergraduate course surveys the art and architecture of the Greek world from its earliest beginnings in the Bronze Age (ca. 3000 BCE) to the age of Alexander and his Hellenistic successors (ca. 100 BCE). Focusing on architecture, sculpture, paintings, mosaics and decorative arts, emphasis will be placed on understanding and analyzing the production, style, materials and function of Greek art within its social, cultural and political contexts. Special attention is paid to the relationship between art and Greek social institutions and practices. Issues of stylistic categories, periodization, meaning and interpretation, theoretical perspectives expressed in ancient literary texts, and current scholarly debates and trends in the study of Greek art form an integral part of the course

<b>18620</b>	<b>CLASS</b>	<b>CLASS 1524</b>	<b>ROMAN ARCHITECTURE</b>	Weis, H Anne
	Meets Reqs: REG	MW	04:30 PM to 05:45 PM	FKART 203
				3 Credits

HAA 1160: The course will examine the development of Roman architecture from its origins in Etruria and Central Italy to the High Empire (ca. 150 AD). Special attention will be given to 1) the relationship of architectural forms, types and functions to changes in Roman politics and society, 2) the significance of materials and outside influences on the development of local Italian traditions and forms, and 3) the interaction between Roman architectural forms and local traditions in the provinces to create a Roman imperial "koine".

<b>27314</b>	<b>CLASS</b>	<b>CLASS 2390</b>	<b>TOPICS IN ANCIENT PHILOSOPHY</b>	Gelber, Jessica Louise
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M 02:00 PM to 04:25 PM CL 1001 3 Credits

Aristotle is well known for his natural teleology--the view that natural phenomena occur 'for the sake of something'. It is a strange view, since it assigns goals to entities that do not form intentions, and purposes to things that no intelligent creator designed. Unsurprisingly, there is a lack of consensus about how to understand nearly every detail of the view. In this seminar, I plan to focus on some of the interpretive controversies that have arisen, including but not limited to the following: What is teleological causation/explanation being contrasted with? (This will involve thinking about the concept of 'necessity' as it seems to have been employed by Aristotle's predecessors, as well as the thorny concept of 'hypothetical necessity'.) Connected with this, what role do luck and chance play in Aristotle's argument for nature being 'among the causes for the sake of something'? How far does teleology extend? Is it limited to individual organisms? Does it apply to the elements? To the whole cosmos? If there is time, I would also like us to think about the possible justifications Aristotle may have had for believing in natural teleology. In particular, I would like to ask how much Aristotelian doctrine (metaphysical and/or epistemological) must be taken on board in order for such justifications to be compelling. I will spend the first two or three weeks giving a rough and very preliminary overview of some basic Aristotelian concepts and distinctions, which concepts and distinctions will need to be refined as we go along. No significant familiarity with Aristotle will be assumed, though some background in ancient philosophy would be useful. This will be a research seminar. Combined with PHIL 2075.

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<b>29157</b>	<b>CLASS</b>	<b>GREEK 1302</b>	<b>GREEK AUTHORS 2</b> 12:00 AM to 12:00 AM	<b>CL 1518</b>	<b>3 Credits</b>
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<b>29160</b>	<b>CLASS</b>	<b>GREEK 1303</b>	<b>GREEK AUTHORS 2-WRITING PRAC</b> 12:00 AM to 12:00 AM	<b>TBA</b>	<b>1 Credits</b>
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Readings are the same as for [Greek Authors 2]. Students will write about 30 pages during the term, developing from a draft to a finished paper.

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<b>16654</b>	<b>CLASS</b>	<b>LATIN 0220</b>	<b>INTERMEDIATE LATIN: VERSE</b> 12:00 AM to 12:00 AM	<b>CL 1518</b>	<b>Grube,Caily Linda Skukan,Lesa A Giazsoni,Michael J 3 Credits</b>
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<b>11827</b>	<b>CLASS</b>	<b>LATIN 0220</b> MWF	<b>INTERMEDIATE LATIN: VERSE</b> 10:00 AM to 10:50 AM	<b>CL G19B</b>	<b>Jones,Nicholas F 3 Credits</b>
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A reading of one or more books of Virgil's Aeneid . We will use Clyde Pharr's school edition with vocabulary at the foot of the page, reducing much of the usual time-consuming dictionary work. Pace and length of assignment will take into account level of student preparation. Students will read aloud and translate. Discussion will bring into play the historical and cultural setting of Augustan Rome and Italy.

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<b>27316</b>	<b>CLASSH</b> Meets Reqs: PH	<b>CLASS 1314</b> MW	<b>ARISTOTLE</b> 12:00 PM to 01:15 PM	<b>CL 1001</b>	<b>Whiting,Jennifer E 3 Credits</b>
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Aristotle's cosmology is surely mistaken: the eternal and unchanging movements of heavenly bodies (on which the movements of earthly tides and everything else, from the weather on down, is supposed to depend) are not the results of the heavenly bodies imitating, as far as they can, the eternal and unchanging activity of thought characteristic of a collection of 'unmoved movers', each thinking itself. And Aristotle's ethical and political views -- especially about the capabilities of women and so-called 'natural slaves' -- are also problematic. But does this mean that we, today, can learn nothing from his accounts of other sciences, such as logic and biology (both of which he founded)? Or from his ethical and political views, which are still widely cited by liberals and conservatives alike? No. Come find out why not. This course is a quasi-survey, in which we shall examine the extent to which Aristotle's ethical and political views do and/or do not depend on his allegedly outdated scientific views, and what (if anything) we can still learn from the latter.

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<b>11316</b>	<b>COMM</b>	<b>COMMRC 1114</b> MWF	<b>FREEDOM OF SPEECH AND PRESS</b> 12:00 PM to 12:50 PM	<b>CL 221</b>	<b>Wanamaker,Deborah A Wieczorkowski 3 Credits</b>
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This course is designed to provide students with a basic understanding of what we, as Americans, refer to as "our right to freedom of speech." We will focus on the development of what I call "exceptions" to the rule, and the competing and constantly changing interpretations of the language of the first amendment. We will explore the history and development of free speech in England and colonial America all the way through recent Supreme Court decisions. There will be four non-cumulative exams, several short writing assignments, a research paper, and an oral presentation. Participation in class discussion is expected and attendance is required.

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<b>11055</b>	<b>COMM</b>	<b>COMMRC 1151</b>	<b>BRITISH BROADCASTING TODAY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	<b>Whitehead,Jeffrey Robert 3 Credits</b>
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This course will aim to give students an overview of the contemporary British Media industry. It will set the wider social and political contexts and examine the historical development of the UK's distinctive media culture. The primary focus will be on the broadcast and print sectors. Reference will be made to current debates concerning content and structural regulation and preparations for digital futures.

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<b>30261</b>	<b>ECON</b> Meets Reqs: COM	<b>ECON 0500</b>	<b>INTRO INTERNATIONAL ECONOMICS</b> 12:00 AM to 12:00 AM	<b>TBA</b>	<b>Whitehead,Jeffrey Robert 3 Credits</b>
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FLORENCE COURSE. The objective of this course is to introduce the student to the theoretical analysis of international trade and commercial policy. The course has four main topics. First the pure theory of international trade as exemplified by comparative advantage and gains from trade in the classical and neo classical models. Second it will explore alternative explanations of trade and development such as autarky; an assessment of tariffs, quotas and other forms of intervention which are used to justify particular commercial policy responses both by countries and by other economic models. Third the theory of customs unions and modern day explanations of preferential trading arrangements will be explored. Fourth some of the principal unresolved theoretical and practical problems of free trade will be examined.

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<b>30262</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	

SYDNEY COURSE. The objective of this course is to introduce the student to the theoretical analysis of international trade and commercial policy. The course has four main topics. First the pure theory of international trade as exemplified by comparative advantage and gains from trade in the classical and neo classical models. Second it will explore alternative explanations of trade and development such as autarky; an assessment of tariffs, quotas and other forms of intervention which are used to justify particular commercial policy responses both by countries and by other economic models. Third the theory of customs unions and modern day explanations of preferential trading arrangements will be explored. Fourth some of the principal unresolved theoretical and practical problems of free trade will be examined.

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<b>12426</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	

LONDON COURSE. The objective of this course is to introduce the student to the theoretical analysis of international trade and commercial policy. The course has four main topics. First the pure theory of international trade as exemplified by comparative advantage and gains from trade in the classical and neo classical models. Second it will explore alternative explanations of trade and development such as autarky; an assessment of tariffs, quotas and other forms of intervention which are used to justify particular commercial policy responses both by countries and by other economic models. Third the theory of customs unions and modern day explanations of preferential trading arrangements will be explored. Fourth some of the principal unresolved theoretical and practical problems of free trade will be examined.

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<b>27081</b>	<b>ECON</b>	<b>ECON 1680</b>	<b>ECON OF EUROPEAN UNION</b>	Maloy,James Ronald 3 Credits
	Meets Reqs: REG	TTh	02:30 PM to 03:45 PM CL G13	

ECON 1680 introduces the student to postwar European economic integration. The course will commence by investigating the history and political structure of the European Union, before progressing into a detailed analysis of economic issues such as product market integration and labour and capital mobility. Key economic policies such as the common agricultural policy, competition policy, cohesion policies and external trade policy will be examined in detail. The course will conclude by examining the foundation of the European monetary system, the development and impact of the common European currency and the role of the European Central Bank. The course is aimed towards students who have a strong foundation in elementary economic theory; students are thus required to have successfully completed introductory microeconomics and macroeconomics before enrolling in this course.

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<b>18330</b>	<b>ENGLISH</b>	<b>ENGCOMP 1551</b>	<b>HIST &amp; POLITICS ENGLISH LANG</b>	Matway,Elizabeth Berry 3 Credits
		MW	04:30 PM to 05:45 PM CL 337	

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

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<b>10871</b>	<b>ENGLISH</b>	<b>ENGFLM 0540</b>	<b>WORLD FILM HISTORY</b>	Best,Mark T 3 Credits
	Meets Reqs: MA	M	01:00 PM to 04:50 PM LAWRN 105	

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.

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<b>21039</b>	<b>ENGLISH</b>	<b>ENGFLM 1190</b>	<b>BRITISH FILM</b>	3 Credits
			12:00 AM to 12:00 AM	

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

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<b>30268</b>	<b>ENGLISH</b>	<b>ENGFLM 1190</b>	<b>BRITISH FILM</b>	Patterson,Alison L 3 Credits
		M	01:00 PM to 04:50 PM CL 244A	

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

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<b>29921</b>	<b>ENGLISH</b>	<b>ENGFLM 1485</b>	<b>FILM AND POLITICS</b>		
		M	09:00 AM to 12:50 PM	CL 244A	3 Credits

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.

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<b>28373</b>	<b>ENGLISH</b>	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b>		Bove, Carol Mastrangelo
	Meets Reqs: LIT W	TTh	01:00 PM to 02:15 PM	CL 142	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.

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<b>11326</b>	<b>ENGLISH</b>	<b>ENGLIT 0300</b>	<b>INTRODUCTION TO LITERATURE</b>		Forlow, Racheal Genevieve
	Meets Reqs: LIT W	MWF	11:00 AM to 11:50 AM	THACK 321	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.

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<b>11767</b>	<b>ENGLISH</b>	<b>ENGLIT 0310</b>	<b>THE DRAMATIC IMAGINATION</b>		
	Meets Reqs: LIT W	W	06:00 PM to 08:30 PM	CL 121	3 Credits

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

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<b>11467</b>	<b>ENGLISH</b>	<b>ENGLIT 0315</b>	<b>READING POETRY</b>		Edelman, Barbara Jane
	Meets Reqs: LIT W	Th	06:00 PM to 08:30 PM	VICTO 111	3 Credits

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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<b>11499</b>	<b>ENGLISH</b>	<b>ENGLIT 0315</b>	<b>READING POETRY</b>		Fest, Bradley John
	Meets Reqs: LIT W	MWF	10:00 AM to 10:50 AM	CL 337	3 Credits

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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<b>10761</b>	<b>ENGLISH</b>	<b>ENGLIT 0315</b>	<b>READING POETRY</b>		Gramm, Marylou
	Meets Reqs: LIT W	MWF	11:00 AM to 11:50 AM	CL 139	3 Credits

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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<b>19467</b>	<b>ENGLISH</b>	<b>ENGLIT 0321</b>	<b>FORMS OF PROSE</b>		
	Meets Reqs: LIT W	W	06:00 PM to 08:30 PM	CL 235	3 Credits

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

<b>25021</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0321</b> TTh	<b>FORMS OF PROSE</b> 04:00 PM to 05:15 PM	<b>CL 230</b>	Whitney,Brenda Joy 3 Credits
Not poetry and not drama, "prose" has come to signify any writing that speaks in ordinary language, whether to tell a story or argue an idea. But within this broad category we find a rich variety of lengths, shapes, sizes, and styles, which lay claim to a wide range of degrees of "truthfulness"-from the supposedly factual scientific article or personal account to the fantastic and surreal in fiction. This section examines the difference between "fiction" and "non-fiction," as well as between different forms of fiction, by examining borderline cases: we will read novels which border on various forms of non-fiction, as well as hybrid texts which are ambiguously novels and short story collections.					
<b>10588</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0325</b> TTh	<b>SHORT STORY IN CONTEXT</b> 11:00 AM to 12:15 PM	<b>CL 151</b>	West,Michael D 3 Credits
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?					
<b>11365</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0325</b> M	<b>SHORT STORY IN CONTEXT</b> 06:00 PM to 08:30 PM	<b>CL 202</b>	Glover,Geoffrey J 3 Credits
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?					
<b>28144</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0325</b> MW	<b>SHORT STORY IN CONTEXT</b> 04:30 PM to 05:45 PM	<b>TBA</b>	3 Credits
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?					
<b>16604</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0325</b> MWF	<b>SHORT STORY IN CONTEXT</b> 10:00 AM to 10:50 AM	<b>CL 142</b>	Davies,Kathleen Joann 3 Credits
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?					
<b>27716</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0365</b> W	<b>LITERATURE &amp; THE CONTEMPORARY</b> 06:00 PM to 08:30 PM	<b>LAWRN 231</b>	3 Credits
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?					
<b>11137</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0365</b> T	<b>LITERATURE &amp; THE CONTEMPORARY</b> 06:00 PM to 08:30 PM	<b>LAWRN 233</b>	3 Credits
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?					
<b>11769</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0365</b> TTh	<b>LITERATURE &amp; THE CONTEMPORARY</b> 09:30 AM to 10:45 AM	<b>WWPH 5200</b>	Clarke,Robin Deforest 3 Credits
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?					
<b>25017</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0365</b> MWF	<b>LITERATURE &amp; THE CONTEMPORARY</b> 09:00 AM to 09:50 AM	<b>CL 202</b>	Wigginton,Rebecca Sue 3 Credits

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>10522</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0500</b> T	<b>INTRO TO CRITICAL READING</b> 06:00 PM to 08:30 PM	<b>CRAWF 241</b>	3 Credits
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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>11138</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 142</b>	Bove,Carol Mastrangelo 3 Credits
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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>19468</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0500</b> M	<b>INTRO TO CRITICAL READING</b> 06:00 PM to 08:30 PM	<b>VICTO 116</b>	Scott,William D 3 Credits
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This course introduces students to the process of reading critically. Above all, reading critically involves a series of questions about what we read. It is not only concerned with determining what something means, or trying to fix or establish definitively what exactly something says. In contrast to this--certainly important, but secondary--aim, 'critical reading' is focused instead on answering questions such as 'How does this say what it says?' 'Why is it saying it in this way and not in some other way?' 'How is it possible for this to mean one thing and not something else?' We will ask these questions in order to learn how to analyze and respond to a variety of cultural practices that signify (make meaning) in quite different ways. Alongside traditional forms of literary writing, we will study methods for critically reading other kinds of cultural texts, or forms of signification, including: short stories, cartoons, advertisements, music videos, poetry, myths and legends, drama, concept albums, opera, and film. Throughout the semester, we will repeatedly ask ourselves why and how certain cultural practices and texts mean what they mean for us, as well as how and why they have meant other things for other people. Some of the key issues we will explore during the semester will therefore include: the nature and function of different kinds of signs, as these present themselves in every realm of our contemporary society; the difference between 'literal' and 'figurative' uses of language, and how to recognize and deal with these in their relation to each other; the ideas of 'form' and 'structure,' and how these determine the way we read a text of any kind; our assumptions, as readers, regarding how we read texts, what we should 'read for,' what to ignore, how to make sense of it all, etc.; what it means to construct an 'interpretation' (which is not the same thing as an opinion) of a text that we read, and how we convey our interpretations to others by means of the arguments we make about a particular text.

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<b>16606</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0500</b> MWF	<b>INTRO TO CRITICAL READING</b> 12:00 PM to 12:50 PM	<b>IS 406</b>	3 Credits
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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>11502</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0505</b> M	<b>LECTURES IN LITERATURE</b> 04:30 PM to 05:45 PM	<b>CL 332</b>	Carr,Stephen L McDermott,Ryan J 3 Credits
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LECTURE WILL ACTUALLY MEET MONDAY, 430-545 PM. Literature rarely comes into the world neatly packaged, with annotations and contextual information, and marked as having some special value. Publishers and scholars re-make the literary text in diverse ways that facilitate proper or widely approved forms of reading. This course will introduce various critical and scholarly methods of doing things with literature, partly to appreciate their rationale and their value, and partly to make them available to be hacked for alternative purposes. In doing so, we will engage with some perennial questions of humanistic study: how do some texts become widely recognized as literary classics, and remain compelling works long after their moment of invention? how might readers best develop critical and imaginative responses to a classic text that respect historical traditions while also attending to the commitments of the present moment? how can scholarly tools and methods be best deployed critically and creatively to enhance our understanding of various forms of writing? We will study 8-10 fairly short works drawn from across the historical and generic range of literature written in English, and experiment with ways of reading both serious and playful in order to imagine satisfying and meaningful methods of literary study.

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<b>10948</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0560</b> T	<b>CHILDREN AND CULTURE</b> 11:00 AM to 12:50 PM	<b>BENDM 157</b>	Bickford,Tyler 3 Credits
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An introduction to the cultural study of childhood, focusing on representations in children's books and other media. Topics addressed will include the history of the idea of childhood; philosophical and methodological approaches from psychology, education, sociology, and cultural studies; questions of childhood innocence and vulnerability; children's agency and relationship to adults; intersections with race, class, gender, and disability; advertising and children's consumer culture; and electronic and digital media (television, film, music, video games, and the internet). This course introduces key topics and methods in cultural studies, media studies, and theories of identity and will prepare students for additional coursework in the Children's Literature Certificate.

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<b>11233</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>FKART 203</b>	Bickford,Tyler 3 Credits
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This course examines writing for young people from 1600 to the present. We will consider how representations of childhood in literature change over time and in response to specific historical and cultural events, with special focus on themes of innocence and freedom. Readings will include children's literature "classics," such as Treasure Island, The Secret Garden, Alice in Wonderland, and Peter Pan, as well as contemporary works like Harry Potter and the Sorcerer's Stone and The Golden Compass. At the end of the course we will explore how themes from children's literature are translated into films, television, and video games.

<b>10947</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>	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>28168</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0580</b>	<b>INTRODUCTION TO SHAKESPEARE</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
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STUDY ABROAD SECTIONThis 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>10632</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0580</b> TTh	<b>INTRODUCTION TO SHAKESPEARE</b> 02:30 PM to 03:45 PM	<b>CL 230</b>	Brumble,H.David 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>11234</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0580</b> M	<b>INTRODUCTION TO SHAKESPEARE</b> 06:00 PM to 08:30 PM	<b>CL 304</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>23575</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 113</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>11498</b>	<b>ENGLISH</b> Meets Reqs: LIT REG	<b>ENGLIT 0590</b> TTh	<b>FORMATIVE MASTERPIECES</b> 11:00 AM to 12:15 PM	<b>CL 204</b>	Padunov,Vladimir 3 Credits
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This course will acquaint students with a number of literary classics from ancient to early modern times that had a "formative" influence on our cultural traditions. Course content varies according to instructor.

<b>18404</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0610</b> MWF	<b>WOMEN AND LITERATURE</b> 10:00 AM to 10:50 AM	<b>CL 139</b>	Salzer,Kenneth J. 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>16608</b>	<b>ENGLISH</b> Meets Reqs: LIT W	<b>ENGLIT 0610</b> MWF	<b>WOMEN AND LITERATURE</b> 11:00 AM to 11:50 AM	<b>CL 230</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>29487</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0616</b> TTh	<b>LITERATURE AND MIGRATION</b> 11:00 AM to 12:15 PM	<b>CL 208B</b>	Andrade,Susan Z 3 Credits
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<b>27954</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 0618</b> TTh	<b>WAR</b> 01:00 PM to 02:15 PM	<b>CL 216</b>	Satyavolu,Uma Ramana 3 Credits
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We define ourselves--what we stand for, what we value and promote and defend-- by our enemies, our sense of what is worth fighting for. When that fighting is not merely metaphorical, and whole cultures and nations are involved it, representations of War in literature and art as noble, heroic, bringing "undying glory" to those who fight, must be balanced against our understanding of the brutality, the horror, and essential inhumanity of war. Beginning with Homer's Iliad, War--its reality and its literary and cultural representations-- has been inextricably linked with Western ideas of nobility, masculinity and power, and has been integral to the literary tradition. Concentrating on more modern texts after Homer, we will examine War as a concept and a reality, as well as a representation and a convention. Is there ever such a thing as a "just war"? Does depicting war as a glorious endeavor always make it a way of legitimizing and perpetuating the culture of War? Is it possible to oppose violence and yet see the necessity of War? War represents at its starkest the duality and opposition central to our assumption about humanity: us/them; Good/Evil; courage and cowardice; the Army/Soldier; the Front/the Home; Civilization and Barbarity. It becomes a necessary way of examining the difficult questions from different perspectives and how these themes are represented and critiqued in literature. Whatever the pretext--the abduction of a woman; territory; nationalism; power-mad megalomania--War is always ideological. But it also allows us to look at what literature does in itself--does it idealize life, or hold up a mirror to it? What are the consequences of such knowledge and interpretation? More importantly, what are consequences of the lack of such knowledge and representations? Readings will include, among other texts, The Iliad; World War I poets (Siegfried Sassoon and Edward Thomas and others); The Return of the Soldier; The Things They Carried; and short stories by Phil Klay and other veterans; Wartime diaries of women on the home front.

<b>25086</b>	<b>ENGLISH</b>	<b>ENGLIT 0625</b>	<b>DETECTIVE FICTION</b>		Whitehead, Jeffrey Robert 3 Credits
	Meets Reqs: LIT		12:00 AM to 12:00 AM	TBA	

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>11384</b>	<b>ENGLISH</b>	<b>ENGLIT 0625</b>	<b>DETECTIVE FICTION</b>		3 Credits
	Meets Reqs: LIT	Th	06:00 PM to 08:30 PM	CL 206	

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>27655</b>	<b>ENGLISH</b>	<b>ENGLIT 0625</b>	<b>DETECTIVE FICTION</b>		Salzer, Kenneth J. 3 Credits
	Meets Reqs: LIT	MWF	12:00 PM to 12:50 PM	CL 206	

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>11327</b>	<b>ENGLISH</b>	<b>ENGLIT 0625</b>	<b>DETECTIVE FICTION</b>		Salzer, Kenneth J. 3 Credits
	Meets Reqs: LIT	MWF	02:00 PM to 02:50 PM	CL 352	

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>17418</b>	<b>ENGLISH</b>	<b>ENGLIT 0626</b>	<b>SCIENCE FICTION</b>		Glover, Geoffrey J 3 Credits
	Meets Reqs: LIT	W	06:00 PM to 08:30 PM	ALLEN 106	

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>17417</b>	<b>ENGLISH</b>	<b>ENGLIT 0626</b>	<b>SCIENCE FICTION</b>		3 Credits
	Meets Reqs: LIT	MWF	11:00 AM to 11:50 AM	CL 242	

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>27863</b>	<b>ENGLISH</b>	<b>ENGLIT 0647</b>	<b>HARRY POTTER</b>		Campbell, Lori M. 3 Credits
	Meets Reqs: LIT	MW	03:00 PM to 04:15 PM	CL 206	

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, crossover/dual address, 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. You will be expected to synthesize the critical readings with your own reading of the primary texts to formulate your ideas in class and in your written work. Most of the criticism we will read assumes an undergraduate-level understanding of literary analysis and cultural studies, but several of these articles will be more challenging. In addition to studying the series in terms of its own embedded politics and symbolic meanings, we will also to 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.'

<b>25016</b>	<b>ENGLISH</b>	<b>ENGLIT 1005</b>	<b>LITERATURE &amp; THE ENVIRONMENT</b>		Coles, Nicholas J 3 Credits
	Meets Reqs: EX HS	MW	03:00 PM to 04:15 PM	CL 213	

This course examines the ways in which writers in English have engaged with the natural environment. We will read a range of authors, from the advent of industrialization in the late eighteenth century until the present, to consider how they have celebrated the 'natural world,' and looked critically at 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.

<b>29427</b>	<b>ENGLISH</b> Meets Reqs: EX HS	<b>ENGLIT 1101</b> M	<b>INVENTION OF ENGLISH</b> 06:00 PM to 08:30 PM	<b>ALLEN 103</b>	McDermott,Ryan J 3 Credits
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CLASS WILL ACTUALLY MEET MON NIGHT, 6-830 PM.This course explores a diverse array of English literatures in their earliest contexts of production, emphasizing the dynamically changing role of English as a language of literary expression and cultural formation. Texts will range from some of the earliest English writing in the early and later Middle Ages, to the 'Englishing' of Latin and French material, to the early modern formation of a 'medieval' literary canon. We will examine the continuous reinvention of English literature in premodern thought and practice, and consider how this history might inform contemporary debates about literary language, linguistic change, and cultural formation. Special attention will be given to Chaucer and the formation of a Chaucerian tradition.

<b>27045</b>	<b>ENGLISH</b>	<b>ENGLIT 1127</b> W	<b>SHAKESPEARE ON FILM</b> 06:00 PM to 08:30 PM	<b>LANGY A214</b>	Waldron,Jennifer Elizabeth 3 Credits
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TBA

<b>29489</b>	<b>ENGLISH</b> Meets Reqs: EX HS	<b>ENGLIT 1170</b> TTh	<b>THE ROMANTIC PERIOD</b> 01:00 PM to 02:15 PM	<b>CL 206</b>	Boone,Troy M 3 Credits
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This course will examine 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 authorship and literary production; how they represent class, gender, and nation; and how they respond to and inform the political and historical contexts in which they were written and read.

<b>10524</b>	<b>ENGLISH</b> Meets Reqs: EX HS	<b>ENGLIT 1175</b> MW	<b>19TH CENTURY BRITISH LITERATURE</b> 04:30 PM to 05:45 PM	<b>BELLH 314</b>	Murray Twynning,Amy Rebecca 3 Credits
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The 19th Century in Britain saw radical changes in thought regarding what it means to be human. Charles Darwin's theory of evolution raised questions about the distinction between humans and animals. Shifts in understanding human development brought new attention to the nature of children and childhood. Increased industrialization sparked debates about the relationships between human beings and between people and machines, while new technologies changed the way people thought about experience and reality. In this course, we will read widely, looking at literary, philosophical, scientific, journalistic, and other types of texts, to discover the ways in which the concepts of 'human,' 'animal,' and 'machine' were redefined. We will do so in order to inquire into some major areas of 19th-century British history and culture, including the development of the middle class, the organization of labor, children and childhood, urbanization, the natural sciences, education, gender and sexuality, and more. Much of our reading material will consist of excerpts from important texts of the period.

<b>25096</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 1199</b>	<b>TOPICS IN BRITISH 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>25095</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 1360</b>	<b>TOPICS IN 20TH CENTURY LIT</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>25605</b>	<b>ENGLISH</b> Meets Reqs: LIT	<b>ENGLIT 1360</b>	<b>TOPICS IN 20TH CENTURY LIT</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>10718</b>	<b>ENGLISH</b> Meets Reqs: EX COM	<b>ENGLIT 1380</b> TTh	<b>WORLD LITERATURE IN ENGLISH</b> 11:00 AM to 12:15 PM	<b>CL 216</b>	Puri,Shalini 3 Credits
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Through readings of a relatively wide range of English-language texts from Africa, the Americas and Europe - including works translated into English - spanning the period of the twentieth-century from roughly World War I to the present, this course will elaborate and explore the problematics of fragmentation, temporality and formal sensibility commonly associated with modernism.

<b>11198</b>	<b>ENGLISH</b> Meets Reqs: EX	<b>ENGLIT 1645</b> TTh	<b>CRITL APPRCH TO CHILDREN'S LIT</b> 04:00 PM to 05:15 PM	<b>CL 252</b>	Weikle-Mills,Courtney Anne 3 Credits
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According to some cultural critics, public spaces for children have been slowly and gradually receding, as children have become more and more enclosed within the private or semi-private spaces of home and school. Simultaneously, children's literature and other child-centered cultural forms have found their way into an ever-increasing number of spaces and places, creating a network of readers and users around the world. Furthermore, spaces dedicated to children continue to emerge and/or reconfigure themselves for new purposes (for instance, many libraries have become maker spaces, dedicated to children's learning and expression). This section of Critical Approaches to Children's Literature will focus the interactions of children's literature and culture with space and place. This focus will allow us to think about children's literature in relation to historical and contemporary issues that have a spatial dimension, including nationalism, globalization, education, consumerism, digital cultures, and ecopolitics, as well as to explore children's literature's distinctive role in the development of imaginary visual and verbal terrains.

<b>28169</b>	<b>ENGLISH</b> Meets Reqs: EX	<b>ENGLIT 1738</b>	<b>IRISH 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>25094</b>	<b>ENGLISH</b>	<b>ENGLIT 1760</b>	<b>TOPICS IN POPULAR CULTURE</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>16609</b>	<b>ENGLISH</b> Meets Reqs: W	<b>ENGLIT 1900</b> TTh	<b>JUNIOR SEMINAR</b> 11:00 AM to 12:15 PM	<b>TBA</b>	Boone,Troy M 3 Credits
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This course will examine the intersections between literature and the natural world by considering Joseph Conrad's sea stories focusing on maritime Southeast Asia. We will read three of Conrad's major novels and a number of his short stories and nonfiction prose writings in conjunction with works of literary criticism and works in the field of oceanic studies, which brings together such disciplines as history, environmental studies, geography, biology, and philosophy. The course will enable students to develop individual research projects in which each student will gain deep knowledge of the historical contexts of one of Conrad's South Seas fictions. With Conrad as our guide to typhoons, tropical isles, and treasures found and lost, we will examine the human engagement with the physical environments of the South Seas and their islands in the late nineteenth and early twentieth centuries, with reflections on the role this region plays in the twenty-first century imaginary.

<b>30320</b>	<b>ENGLISHH</b> Meets Reqs: LIT	<b>ENGLIT 0500</b> TTh	<b>INTRO TO CRITICAL READING</b> 01:00 PM to 02:15 PM	<b>CL 319</b>	Bove,Paul A 3 Credits
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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.

<b>11360</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>FR 0020</b> TTh	<b>FRANCE IN THE 21ST CENTURY</b> 11:00 AM to 12:15 PM	<b>WWPH 5130</b>	Pettersen,David A 3 Credits
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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.). TAUGHT IN FRENCH Prereq: French 0004

<b>19594</b>	<b>FR-ITAL</b> Meets Reqs: LIT	<b>FR 0021</b> TTh	<b>APPRCHES TO FRENCH LITERATURE</b> 09:30 AM to 10:45 AM	<b>CL 236</b>	Hogg,Chloe Alice 3 Credits
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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. Prereq: French 0004

<b>10470</b>	<b>FR-ITAL</b>	<b>FR 0055</b> TTh	<b>FRENCH CONVERSATION</b> 01:00 PM to 02:15 PM	<b>CL 219</b>	Walsh,John P 3 Credits
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This three-unit conversation course is designed to develop students' oral French skills in the widest sense of the term. Emphasis is placed mastering illocutionary speech acts and improving sociolinguistic competence so that students are better able to communicate with French-speaking people in French-speaking environments. Prereq: French 0004 TAUGHT IN FRENCH

<b>11114</b>	<b>FR-ITAL</b>	<b>FR 0055</b> MWF	<b>FRENCH CONVERSATION</b> 11:00 AM to 11:50 AM	<b>CL 226</b>	Mecchia,Giuseppina 3 Credits
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This three-unit conversation course is designed to develop students' oral French skills in the widest sense of the term. Emphasis is placed mastering illocutionary speech acts and improving sociolinguistic competence so that students are better able to communicate with French-speaking people in French-speaking environments. Prereq: French 0004 TAUGHT IN FRENCH

<b>16959</b>	<b>FR-ITAL</b>	<b>FR 0056</b> MWF	<b>WRITTEN FRENCH 1</b> 10:00 AM to 10:50 AM	<b>CL 235</b>	Doshi,Neil Arunkumar 3 Credits
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The course is designed to promote the development of writing skills through a writing-as-process approach. Class work and written assignments will include journal writing, grammar review, vocabulary development, and analysis of model texts. Based on close work with models, students will then craft substantial compositions, each illustrating a function (narration, description) or a genre (essay, film review). Attention will be given to helping students improve as writers by learning to analyze, edit, and revise their own work. Prereq: French 0004 TAUGHT IN FRENCH

<b>10472</b>	<b>FR-ITAL</b>	<b>FR 0058</b>	<b>ADVANCED FRENCH CONVERSATION</b>		Ertunga,Mert H
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		TTh	01:00 PM to 01:50 PM	CL 202	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.					
TAUGHT IN FRENCH					
<b>20427</b>	<b>FR-ITAL</b> Meets Reqs: LIT W	<b>FR 0080</b> TTh	<b>MODERN FRENCH NOVEL</b> 09:30 AM to 10:45 AM	<b>CL 202</b>	Grove,Sylvia Marie 3 Credits
This course is an introduction to the modern French novel as developed in France. We will explore gender and national identity, racial issues, embodiment, the natural world, political violence, aesthetic experience, memory, and practices of freedom. Spanning the second half of the twentieth century, we will explore a variety of modern literary techniques and concerns associated with surrealism, négritude, existentialism, the New Novel, écriture féminine, decolonization, and post-colonial thought. This course fulfills the Writing Requirement (not a credit requirement) for the French major and the LIT general education requirement. TAUGHT IN ENGLISH					
<b>29825</b>	<b>FR-ITAL</b>	<b>FR 1016</b> MWF	<b>19TH CENTURY TOPICS</b> 11:00 AM to 11:50 AM	<b>CL 221</b>	Doshi,Neil Arunkumar 3 Credits
Why do we travel? Is it to escape a place/time? What is the attraction of the foreign, and how can we adequately represent cultural difference? Do representations of cultural Others say more about the producer than they do the subject(s) that is/are represented? This course aims to address such questions through study of French travel narratives (fiction and non-fiction), music (opera and jazz), and artwork (painting). Focusing on the 'long' French 19th century, a turbulent era marked by French colonial expansion abroad and an ongoing revolution at home, we'll ask ourselves both what uses the foreign is put to and what gets construed as being different, other, and étrange(r). Our own voyage in the class will stop, among other places, in a smoky and dusty Parisian antique shop (stories by Théophile Gautier), Andalusia (a story by René de Chateaubriand), a Montparnasse jazz hall (text/video on Josephine Baker), and colonial India (Léo Delibes' opera, Lakmé). Class requirements include a short presentation, frequent writing assignments, and a final paper. TAUGHT IN FRENCH					
<b>29290</b>	<b>FR-ITAL</b>	<b>FR 1038</b> MWF	<b>STRUCTURE OF MODERN FRENCH</b> 10:00 AM to 10:50 AM	<b>CL 226</b>	Wells,Brett David 3 Credits
Dans ce cours, nous nous concentrerons sur la structure du français en privilégiant une approche descriptiviste (plutôt que normalisatrice). Alors, nous analyserons la langue française en tant que système qui s'impose aux locuteurs désireux de s'en servir. Outre les analyses traditionnelles (phonétiques, phonologiques, morphologiques, syntaxiques, etc.) nous étudierons également la stylistique comparée. Car ce n'est qu'en maîtrisant les réalisations linguistiques des matrices sémantiques propres au français que nous éviterons les erreurs pragmatiques et sociolinguistiques que font la plupart des apprenants anglophones. Cours préalables : au moins deux des cours suivants : 20, 21, 27, 55, 56. EN FRANÇAIS					
<b>26719</b>	<b>FR-ITAL</b> Meets Reqs: W	<b>FR 1053</b> TTh	<b>GLOBAL FRENCH</b> 11:00 AM to 12:15 PM	<b>CL 219</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. TAUGHT IN FRENCH					
<b>16686</b>	<b>FR-ITAL</b>	<b>FR 1902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Wells,Brett David 1 - 3 Credits
THIS COURSE ENABLES THE STUDENT WHO HAS COMPLETED, OR NEARLY COMPLETED, THE FRENCH MAJOR TO DO RESEARCH UNDER THE DIRECTION OF A FACULTY MEMBER, ON A TOPIC OF MUTUAL INTEREST.					
<b>10975</b>	<b>FR-ITAL</b>	<b>FR 1905</b>	<b>INTERNSHIP IN FRENCH</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Wells,Brett David 1 - 6 Credits
BOTH IN THE FRENCH MAJOR AND OVERALL. THESE STUDENTS ARE INVITED BY THE FRENCH FACULTY TO ENGAGE IN A RESEARCH PROJECT UNDER THE DIRECTION OF A FACULTY MEMBER. THIS COURSE IS OFFERED TO FRENCH MAJORS WHO HAVE HIGH ACADEMIC ACHIEVEMENT.					
<b>29782</b>	<b>FR-ITAL</b>	<b>FR 2305</b> T	<b>SEMINAR: 17TH CENTURY TOPIC</b> 02:30 PM to 04:55 PM	<b>FKART 202</b>	Hogg,Chloe Alice 3 Credits

From the Sun King to the 'Queen's Vagina'(Anish Kapoor's controversial sculpture in the gardens of Versailles) what makes Versailles such an iconic site in history, culture, and tourism? From its origins as a modest royal hunting lodge west of Paris, the palace, gardens and town of Versailles have in the course of the past four centuries been a major site for the making of culture and history. As the Sun King Louis XIV transformed Versailles into a stage for performing the rituals of the French monarchy, the palace and gardens became models copied by sovereigns throughout Europe. Key moments in the French Revolution unfolded at Versailles, including the creation of the French National Assembly, commemorated by Jacques-Louis David in his monumental 'Oath of the Tennis Court' (1790-94). In the 19th century, the palace became an important site in the cultural politics of the citizen-king Louis-Philippe, who presided over the transformation of the palace into a museum of French history. Confronting iconic spaces and upsetting visitor expectations, the work of major contemporary artists such as Anish Kapoor attract vandals and elicit violent reactions in the press, highlighting the singular status of Versailles as a destination for international tourism and as a venue for cultural production in the present day. This upper-level undergraduate and graduate seminar will consider Versailles across time and through multiple media. What can a trans-disciplinary approach to Versailles teach us about the ways in which space, power and memory intersect to shape human experience? In addition to examining works of art (painting, sculpture, furniture), the built environment (architecture, landscape, urbanism) and texts (poems, plays, memoirs, guides), we will incorporate the use of digital tools as a means to explore material culture, individuals, and events connected to Versailles throughout its history. This course counts as a 1000-level seminar for the French major. Readings in English and French (if desired); course taught in English. Check out this study abroad opportunity: Versailles Site Study (FR1902) during spring break!

<b>29338</b>	<b>FR-ITAL</b>	<b>FR 2648</b> Th	<b>CONTEMPORARY FRENCH CINEMA</b> 02:30 PM to 04:55 PM CL 1218	Pettersen, David A 3 Credits
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'The weakness of the European film industries is that they cannot rely on genres for current production. [...] [O]ne of the problems of the French cinema may arise from its inability to sustain good basic genres that thrive, the way they do in America.' -- André Bazin, 'Six Characters in Search of Auteurs' (1957) Critics have not always agreed with Bazin's characterization of the French film industry, and even those who have pursued the idea have not come to consensus about the reasons for the French industry's seeming aversion towards genre filmmaking. Possible explanations include a lack of infrastructure, insufficient capitalization, and inadequate industry regulation. Many of Bazin's young collaborators at the Cahiers du cinéma, and those that followed them, took the opposite view, preferring to see this 'weakness' as a strength in that it represented a cultural rejection of industrial scales of film production for artisanal modes of filmmaking that favored a more artistic and diverse cinema. However, these various positions do not mean that the French cinema lacks a history of genre filmmaking and of engaging with genre. This course will offer an alternative trajectory through French film history oriented around one of the most marginalized of film genres, horror. As we will see, genre films in France rarely limit themselves to one genre, and so we will examine other genres that abut and mix with horror, including film noir, the suspense thriller, le cinéma fantastique, and science fiction. We will begin with some early and isolated instances of genre filmmaking in the silent and early sound period (Feuillade, Dreyer, and Gance) and then move to post-WWII efforts into film noir, the suspense thriller, and horror (Melville, Dassin, Clouzot, and Becker). We will then consider the French New Wave in the 1960s and investigate auteurist engagements with science fiction and horror (Franju, Marker, Godard, Truffaut, and Resnais) before working our way towards the contemporary period. Here, we will examine how French efforts in genre filmmaking interact with the global marketplace and transnational trends in horror, science fiction, and film policier (Besson, Gans, Gens, Kassovitz, Aja, Chapiro, Laugier, Maury, and Bustillo) and how contemporary French directors in the auteurist tradition work in and with European and transnational genres (Denis, Noé, Dumont, de Van, and Audiard). The course will offer a theoretical and historical investigation of what genre means in the French context but also an examination of how French filmmakers have used genre codes in distinctive ways to explore other concerns including cinematic spectatorship, embodiment, violence, politics, and questions of national belonging, class, race, gender, and sexuality. The course will be taught in English and most readings will be available in English.

<b>23714</b>	<b>FR-ITAL</b> Meets Reqs: REG	<b>ITAL 0003</b>	<b>INTERMEDIATE ITALIAN 1</b> 12:00 AM to 12:00 AM TBA	Whitehead, Jeffrey Robert 3 Credits
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This is the third of a three-term sequence that aims to develop skills and areas of competence acquired in ITAL 0001 and 0002, while teaching students to produce more authentic and more accurate Italian speech, comprehend more sophisticated structures in written and oral form, and broaden their understanding of contemporary Italian culture and society. Instructors incorporate a variety of texts (authentic written materials, songs, film, short stories) to present contemporary Italian culture. Students' progress is evaluated through oral and written exams, homework assignments, participation in class, and portfolio assignments.

<b>26738</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 CL 202	Denman, Lorraine R 3 Credits
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This is the third of a three-term sequence that aims to develop skills and areas of competence acquired in ITAL 0001 and 0002, while teaching students to produce more authentic and more accurate Italian speech, comprehend more sophisticated structures in written and oral form, and broaden their understanding of contemporary Italian culture and society. Instructors incorporate a variety of texts (authentic written materials, songs, film, short stories) to present contemporary Italian culture. Students' progress is evaluated through oral and written exams, homework assignments, participation in class, and portfolio assignments.

<b>23715</b>	<b>FR-ITAL</b>	<b>ITAL 0004</b>	<b>INTERMEDIATE ITALIAN 2</b> 12:00 AM to 12:00 AM TBA	Whitehead, Jeffrey Robert 3 Credits
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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

<b>26737</b>	<b>FR-ITAL</b>	<b>ITAL 0050</b>	<b>ITALIAN CONVERSATION</b>	Denman, Lorraine R
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Th 04:00 PM to 04:50 PM CL 236 1 Credits

This mini-course in Italian represents a supplemental hour of language instruction and 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. Prerequisites: Italian 0002 or permission of the instructor. This course does not satisfy the Italian major requirement in Conversation.

<b>23720</b>	<b>FR-ITAL</b>	<b>ITAL 0055</b>	<b>ITALIAN CONVERSATION &amp; CULTURE</b>	Whitehead,Jeffrey Robert
	Meets Reqs: REG		12:00 AM to 12:00 AM TBA	3 Credits

The course is for students who have successfully completed four semesters of Italian. It focuses on developing their listening and speaking proficiency in the target language, by giving them as many opportunities as possible to 1) hear and speak Italian in a variety of contexts; 2) practice the 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 Italian. 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 (articles, literary texts, films, songs, pictures, etc.). Prerequisites: Italian 0004 or permission of the instructor.

<b>27786</b>	<b>FR-ITAL</b>	<b>ITAL 0055</b>	<b>ITALIAN CONVERSATION &amp; CULTURE</b>	Cleaver,Natalie A
	Meets Reqs: REG	MWF	12:00 PM to 12:50 PM CL 318	3 Credits

The course is for students who have successfully completed four semesters of Italian. It focuses on developing their listening and speaking proficiency in the target language, by giving them as many opportunities as possible to 1) hear and speak Italian in a variety of contexts; 2) practice the 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 Italian. 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 (articles, literary texts, films, songs, pictures, etc.). Prerequisites: Italian 0004 or permission of the instructor.

<b>23726</b>	<b>FR-ITAL</b>	<b>ITAL 0081</b>	<b>ITALIAN CULTURAL HERITAGE 2</b>	Coleman,James K
	Meets Reqs: REG	MW	03:00 PM to 04:15 PM LAWRN 205	3 Credits

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

<b>23716</b>	<b>FR-ITAL</b>	<b>ITAL 0086</b>	<b>ITALIAN CINEMA</b>	Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM TBA	3 Credits

<b>28577</b>	<b>FR-ITAL</b>	<b>ITAL 0100</b>	<b>ITALIAN FOR THE PROFESSIONS</b>	Whitehead,Jeffrey Robert
		MWF	09:00 AM to 09:50 AM TBA	McCord,Jennifer B 3 Credits

A description is not available at this time.

<b>29289</b>	<b>FR-ITAL</b>	<b>ITAL 1065</b>	<b>SONGS OF THE ITALIAN SELF</b>	
	Meets Reqs: LIT	TTh	09:30 AM to 10:45 AM CL G19A	3 Credits

The word poetry comes from the Greek poein (meaning to make, to bring about, to produce, to construct, to form or fashion), and since the dawn of civilization poetry has been the privileged, imaginative mode chosen by humans to express awareness of their experiences. Adhering to the principle, implicit in this etymology, that relevant knowledge comes from 'doing' and valuable learning proceeds from direct experience, this course uses an inductive, (re-)creative, hands-on approach to the study of poetry. The overarching objective is to provide students with as clear an idea as possible of the properties, functions and characteristics of Italian lyric poetry, its evolution and its role in Italian culture over the centuries, through the study of representative texts from medieval times to the present. To help students acquire such knowledge and develop the skills necessary to practice literary analysis, the instructor will guide them in a dynamic, 'irreverent' exploration of the poetic texts. Class activities and discussions, as well as home assignments will be aimed at improving students' pronunciation and intonation, focusing their attention on vocabulary and figurative use of language, helping them to master sentence structure. Students will also produce a small book of poetry, consisting of poems of their own creation. The course will be conducted entirely in Italian and satisfies the 1st Lit General Education requirement. Prerequisites: Italian 0060, 0061 or 1041

<b>29287</b>	<b>FR-ITAL</b>	<b>ITAL 1080</b>	<b>MASTERPIECES OF ITALIAN PROSE</b>	
	Meets Reqs: LIT	TTh	04:00 PM to 05:15 PM CL 237	3 Credits

The goal of this course is to examine six novels, written between 1936 and 1963, which represent some of the best products of literary neorealism in Italy. Emerging from the political and literary isolation of the ventennio nero, writers such as Silone, Vittorini, Calvino, Levi, Pavese and Fenoglio sought to give voice to their experiences in the clandestine movement of opposition to fascism, and in the Resistance. They did so by resorting to a raw, gritty, and innovative language that would mark the beginning of a new relationship between reality and representation. In our study, we will consider the ideological sources of this search, the roots of neorealism in nineteenth-century verismo, its ties with American writers such as Hemingway, and the role of neorealist writers and intellectuals in post-war Italian society. This course satisfies the Intensive Writing, and 1st Lit General Education requirements.

<b>23717</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
A description is not available at this time.					
<b>23718</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
<b>23719</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
<b>30378</b>	<b>FR-ITAL</b>	<b>ITAL 1089</b>	<b>SPECIAL TOPICS</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert 3 Credits
<b>10020</b>	<b>FR-ITAL</b>	<b>ITAL 1902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>CL 1325</b>	Savoia,Francesca 1 - 4 Credits
A description is not available at this time.					
<b>25474</b>	<b>FR-ITAL</b>	<b>ITAL 1903</b>	<b>HONRS DIR RESEARCH: ITAL MAJS</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Savoia,Francesca 1 - 3 Credits
A description is not available at this time.					
<b>23725</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
<b>29288</b>	<b>FR-ITAL</b>	<b>ITAL 2200</b> M	<b>DANTE</b> 04:30 PM to 06:55 PM	<b>CL 1325</b>	3 Credits
In this seminar we will study Dante's Divine Comedy with attention to the social, political, and intellectual contexts of Dante's work. We will also consider the extent of the Divine Comedy's influence in later periods both within and beyond Italy. Students will become acquainted with new trends in Dante scholarship, and with a number of relevant digital humanities projects and tools.Prerequisites: graduate standing in Italian or permission of the instructor					
<b>16181</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 249</b>	Stender,Uwe 3 Credits
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>27268</b>	<b>GERMANIC</b>	<b>GER 1004</b> TTh	<b>PROF GERMAN 2: GER BUS WRLD</b> 04:00 PM to 05:15 PM	<b>CL 204</b>	Waeltermann,Dieter J 3 Credits
This is an advanced language course that aims to familiarize students with specialized vocabulary, practices and the culture of German-speaking countries with respect to professional areas, specifically the business world. As the second part of Professional German, this course concentrates on the following areas: Industry (locations, branches, importance), Economy (trade within Germany, the EU, and non-EU countries), Environment (role, policy, importance), as well as Alternative and Renewable Energies (in Germany, in the EU, technology, policy & importance).The course focuses on oral and aural proficiency, appropriate written discourse, and reading. Students will have the opportunity to evaluate and compare German, EU and US practices with respect to industry, trade, technology, energy, and the environment. The course integrates the economic geography and business culture of all German-speaking countries in Europe: Germany, Austria, and Switzerland.					
<b>11787</b>	<b>GERMANIC</b>	<b>GER 1103</b>	<b>ADVANCED GERMAN 2: RECITATION</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Durstin,Manuela 1 Credits
This course provides additional language practice and practical information about the German university system and everyday life in Germany. It is designed specifically for those students preparing to matriculate in Augsburg, Germany during the summer term.					

<b>23507</b>	<b>GERMANIC</b> Meets Reqs: HS REG	<b>GER 1104</b> TTh	<b>GERMAN FOR SOCIAL SCIENTISTS 1</b> 11:00 AM to 12:15 PM CL 339	Von Dirke,Sabine 3 Credits
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This course satisfies the Gen. Ed. History Requirement. It focuses on the development of West Germany, especially in the years immediately following World War II and the 1950s through the 1960s. The course takes a comparative approach in analyzing how historical experience has shaped both the rebuilding of the political system as well as collective identity. Germany's first attempt at democracy during the Weimar Republic represents one significant historical point of reference and the economic system the other one. More specifically, this course investigates the role of economic recovery and the narratives about this so-called "Economic Miracle" of the 1950s for the experience of youth and national identity. It integrates two German television documentaries which provide a firsthand experience of what it meant to be young, i.e. 15-25 years of age in the immediate post-war period and the 1950s. A central aspect of exploring this time period is the significance of US-American popular culture and lifestyle for shaping (West) Germany's youth. The course concludes with assessing the counter-cultural upheavals of the 1960s referred to as the 'Student Movement,' the 'Anti-Authoritarian Movement' or 'APO' (Ausserparlamentarische Opposition). This is the first of a two-course sequence for students who are preparing to study at the university level in the humanities or social sciences in German-speaking countries. The course is taught entirely in German and has two overarching objectives: a) strengthening students' German language skills by working on socio-historical content specific to the social sciences by rehearsing important aspects of German grammar and developing German social science vocabulary; b) exploration of contemporary Germany from a historical perspective in order to foster students' understanding of how historical experience shapes the present. Students are required to have successfully completed one of the German Department's 1000-level courses prior to enrollment in this course.

<b>26479</b>	<b>GERMANIC</b> Meets Reqs: LIT	<b>GER 1105</b> TTh	<b>LITERARY ANALYSIS</b> 09:30 AM to 10:45 AM IS 404	Landry,Olivia Ryan 3 Credits
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In this overview course we will explore German literature through some of its most important epochs and genres. Beginning with the Classical Period of the 18th century and ending with the postwar period in the 20th century, we will read poetry, drama, and novellas. As we move through these different literature types, we will develop a technical vocabulary and learn different methodological and theoretical approaches that will lend us guidance. Most of the assigned readings will be in German. Occasionally, more complex theoretical readings and articles will be assigned in English. Students will be evaluated on the basis of class participation, two in-class tests, and occasional writing assignments, including a final paper written in German. (Course will be conducted in German.)

<b>30250</b>	<b>GERMANIC</b>	<b>GER 1252</b> TTh	<b>CURRENT LIT AND CULTURE</b> 02:30 PM to 03:45 PM CL G19A	Colin,Amy 3 Credits
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Contemporary German Literature produced a fascinating generation of writers and poets who came from different countries, settled in Germany, fell in love with the German language, and wrote their poetic texts in German. Their 'angelernte Muttersprache' (learned German mother tongue), as Elias Canetti put it, became their source of inspiration as well as a motor of poetic innovation. Among contemporary authors on the German literary scene who contribute to its multicultural dimensions are also several Jewish poets writing in German as well as native German poets who discuss time and again their impressions of foreign cultures and their notions of otherness. Through lectures, readings, and discussions, this seminar explores these authors' poetic endeavors, focusing on several major themes of their work: the preconditions for the peaceful coexistence among different cultures and its opposite: violence, war, and hatred; different concepts of identity in their relationship to heterogeneous notions of multicultural societies; images of otherness; attempts to 'translate' different culture into one's own world of thought and the impossibility of such a 'translation.' Among the authors discussed are Edgar Hilsenrath, Ruth KlÄ¼ger, Herta and Paul Amirson, Emine Å-zdamar, Sten Nadolny, Paul Nizon, Yoko Tawada and others. Requirements and grade: 1 oral presentation (10%), 1 midterm (20%), 1 final examination (30%), 1 final paper (30%), regular attendance and participation in class discussions (10%). Advanced reading knowledge of German required.

<b>11785</b>	<b>GERMANIC</b> Meets Reqs: LIT REG	<b>GER 1500</b> MW	<b>GERMANIC MYTHS LEGENDS SAGAS</b> 11:00 AM to 11:50 AM WWPH 5130	Stender,Uwe 3 Credits
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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.

<b>10698</b>	<b>GERMANIC</b> Meets Reqs: LIT REG	<b>GER 1502</b> MW	<b>INDO-EUROPEAN FOLKTALES</b> 02:00 PM to 02:50 PM CL G24	Petrescu,Mihaela 3 Credits
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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.

<b>29217</b>	<b>GERMANIC</b> Meets Reqs: PH	<b>GER 1542</b> TTh	<b>MARX AND MARXISM</b> 01:00 PM to 02:15 PM WWPH 3415	Von Dirke,Sabine 3 Credits
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Having recently passed the 150th anniversary of the publication of Capital Volume 1, we recognize that our world has changed a great deal since its publication. Yet, in reviewing many of these changes, it is not overstated to say that the works of Karl Marx have provided the transformational impulse. Who was this person, Karl Marx? Why is it that in this post-Cold War world his writings continue both to inspire and threaten contemporary readers? How have those inspired by Marx further developed his ideas to constitute the discourse of Marxism? These are some of the questions that this course will raise and try to answer. We will begin with discussions of excerpts from key works by Marx in order to assess contemporary attempts at rethinking Marxism. Special emphasis will be given to the recuperation of Marxism since the 1960s through the Frankfurt School as well as the French and Italian tradition of autonomous Marxism.

<b>29218</b>	<b>GERMANIC</b> Meets Reqs: REG	<b>GER 1546</b> TTh	<b>NAZI CULTURE</b> 02:30 PM to 03:45 PM	<b>BENDM 226</b>	Halle,Randall N 3 Credits
This course relies on primary cultural sources of the third Reich, especially film, but also literary, visual, architectural, musical, etc., to examine the parameters of Nazi culture. It will examine such diverse aspects as the leader principle, gender roles, racial hygiene, anti-semitism, mass culture, propaganda, and visions of history. The cultural artifacts will be analyzed both in terms of their aesthetics as well as the social and historical context of their production. Knowledge of German is not required.					
<b>11711</b>	<b>GERMANIC</b>	<b>GER 1902</b>	<b>DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	.5 - 15 Credits
A course for students who wish to work on individually designed projects under the supervision of a faculty member.					
<b>24857</b>	<b>GERMANIC</b>	<b>GER 1903</b>	<b>GERMAN LANGUAGE TRAILER</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Halle,Randall N 1 Credits
This is a one-credit German-language trailer based on the readings in GER 1546. Selected readings and discussions will be conducted in German. To register for GER 1903, students must be concurrently registered for GER 1546. The time and room will be arranged during the first week of classes. Please contact the instructor directly if you have questions or need more information.					
<b>19479</b>	<b>GERMANIC</b>	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Lyon,John B 1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.					
<b>19480</b>	<b>GERMANIC</b>	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Muenzer,Clark S 1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.					
<b>19481</b>	<b>GERMANIC</b>	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Halle,Randall N 1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.					
<b>19482</b>	<b>GERMANIC</b>	<b>GER 2902</b>	<b>DIRECTED M.A .STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Von Dirke,Sabine 1 - 15 Credits
A course designed for MA students working under the supervision of a faculty member on a topic not normally offered through regular courses. Requires regular meetings. Permission of instructor required.					
<b>19483</b>	<b>GERMANIC</b>	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Halle,Randall N 1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.					
<b>19484</b>	<b>GERMANIC</b>	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Von Dirke,Sabine 1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.					
<b>19485</b>	<b>GERMANIC</b>	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Muenzer,Clark S 1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.					
<b>19486</b>	<b>GERMANIC</b>	<b>GER 3902</b>	<b>PH.D. DIRECTED STUDY</b> 12:00 AM to 12:00 AM	<b>TBA</b>	1 - 15 Credits
A course designed for Ph.D. students working under the supervision of a faculty member on a topic not normally offered through regular course work. Requires regular meetings.					
<b>26480</b>	<b>GERMANICH</b> Meets Reqs: REG	<b>GER 1528</b> TTh	<b>VIENNA</b> 11:00 AM to 12:15 PM	<b>CL 206</b>	Colin,Amy 3 Credits

Vienna 1900, the flamboyant city of the music, literature, and art, was a major cultural center of Europe. In Vienna creativity was flourishing, prompting the intellectual avant-garde to discover new border zones of science, philosophy, and art. Wittgenstein conceived his path-breaking theories of language; Freud uncovered substructures of the human psyche, while Schönberg developed the twelve-tone music, and Kraus wrote his superb polemics against journalists and politicians. Viennese intellectuals, philosophers, artists, and writers anticipated the most crucial issues, concerns, and debates of our time, providing answers to seminal questions that reemerged at the turn of a new century. Vienna 2000, a gateway to Eastern Europe, is a city in which 150 different nationalities coexist relatively peacefully. It is a city which remains well aware of its past and strives to become once again a leading cultural capital of Europe. In its efforts to redefine its place in a United Europe, modern Vienna builds bridges between East and West, turning itself into the Center of Central Europe. Looking at major political and cultural changes in this fascinating European city, this course will not only tell the tale of Vienna 1900, but also compare it to Berlin, Paris, and London 1900 as well as with modern Vienna in the 21st century. Through documentary and feature films as well as slide shows this multi-media course investigates the parallels between the years 1900 and 2000, introducing students to the multifaceted turn of the century Viennese culture in its relation to the present time. The course focuses on history, politics, philosophy, art, music and literature. Among the major figures discussed in this course are: Kraus, Freud, Wittgenstein, Schnitzler, Klimt, Loos. GER 1528 fulfills one general-education requirement (Foreign Culture/Int (Reg.)) and also counts towards the West European Studies certificate.

<b>10464</b>	<b>HA-A</b> Meets Reqs: MA COM	<b>HAA 0010</b> TTh	<b>INTRODUCTION TO WORLD ART</b> 04:00 PM to 05:15 PM FKART 203	Miller, Rachel Marie 3 Credits
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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.

<b>16615</b>	<b>HA-A</b> Meets Reqs: MA COM	<b>HAA 0010</b> MW	<b>INTRODUCTION TO WORLD ART</b> 01:00 PM to 01:50 PM FKART 125	Beranek, Saskia R 3 Credits
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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.

<b>11029</b>	<b>HA-A</b> Meets Reqs: MA REG	<b>HAA 0030</b>	<b>INTRODUCTION TO MODERN ART</b> 12:00 AM to 12:00 AM TBA	Whitehead, Jeffrey Robert 3 Credits
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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.

<b>20547</b>	<b>HA-A</b> Meets Reqs: MA	<b>HAA 0090</b> TTh	<b>INTRO TO CONTEMPORARY ART</b> 01:00 PM to 01:50 PM FKART 125	Smith, Terence E 3 Credits
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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 multiplicity of art today.

<b>17415</b>	<b>HA-A</b>	<b>HAA 0101</b> MW	<b>FOUNDATIONS OF ART HISTORY</b> 04:30 PM to 05:45 PM FKART 204	Ellenbogen, Joshua Martin 3 Credits
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Foundations in Art History is a course designed specifically for students planning to pursue further study in art history. It 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 in which the artwork is created, and the changing nature of viewers' responses to it. Through readings spanning art history in East Asia and the West and from the ancient world to the present, weekly discussions 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 of the work of art. Short writing assignments throughout the term will require analysis of a specific artwork chosen from a local art collection such as the Carnegie Museum in light of different interpretative issues and methodologies.

<b>26943</b>	<b>HA-A</b> Meets Reqs: MA EX HS IFN COM	<b>HAA 0160</b> T	<b>ANCIENT EMPIRES</b> 06:00 PM to 08:30 PM FKART 203	Weis, H Anne 3 Credits
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The goals of the course are to introduce students to historically influential empires of the ancient Near Eastern and Mediterranean world: Akkad, Egypt, Assyria, Persia, Athens, and Rome. Rather than history as it is reconstructed from texts, this survey will emphasize the comparative cultural profiles of these empires as they are known from the archaeological record: the king, emperor, and in the case of Athens, the Demos, and their constituencies (elites, military, gods), the resources required to control these constituencies (essential commodities, luxuries, an expanded workforce), the visual themes and monument types that were chosen to advertise the success and promote the continuity of the regime beyond the lifetime of its founder, the use of regional themes to establish continuity with the historical past, and the cultural impact of empires on those who belonged to them and those who did not. Monument types will include: palaces and tombs, temples and booty as thank-offering for the acquisition of resources, 'collections' as illustrative of the regimes' control over history and geography (i.e. gardens, zoos, museums, libraries, gifts from other monarchs), administrative buildings and institutions (law codes and their presentation).

<b>24091</b>	<b>HA-A</b>	<b>HAA 0302</b>	<b>RENAISSANCE ART</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: MA EX REG		12:00 AM to 12:00 AM TBA	

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

<b>26945</b>	<b>HA-A</b>	<b>HAA 0302</b>	<b>RENAISSANCE ART</b>	Nygren,Christopher J 3 Credits
	Meets Reqs: MA EX REG	TTh	11:00 AM to 11:50 AM FKART 125	

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>20548</b>	<b>HA-A</b>	<b>HAA 0480</b>	<b>MODERN ARCHITECTURE</b>	Armstrong,Christopher Drew 3 Credits
		MW	03:00 PM to 04:15 PM FKART 125	

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

<b>11955</b>	<b>HA-A</b>	<b>HAA 0810</b>	<b>EXPERIMENTAL CINEMA</b>	Judson,William 3 Credits
		M	06:00 PM to 09:50 PM FKART 203	

This course examines the development of experimental cinema beginning in Europe in the 1920s with Dada and Surrealist films by Marcel Duchamp, Luis Bunuel and others, and continuing in the U.S. and elsewhere after World War II. The films, many of which are non-narrative and some of which are "abstract," will be examined for the ways in which cinema is used for the filmmakers' personal expression. Consideration will be given to the artistic and cultural contexts in which the films were made, and comparisons will be made with other media, including painting and sculpture, and especially experimental video.

<b>20856</b>	<b>HA-A</b>	<b>HAA 1010</b>	<b>APPROACHES TO ART HISTORY</b>	Josten,Jennifer 3 Credits
	Meets Reqs: W	TTh	11:00 AM to 12:15 PM FKART 104	

From Mexican muralist David Alfaro Siqueiros's Tropical America mural for downtown Los Angeles to U.S. sculptor Richard Serra's monumental steel Tilted Arc for New York's Federal Plaza, modern artworks installed in public spaces have been crucibles for political and artistic claims and controversies. Taking a continental and comparative approach, participants in this course will examine these and other key examples of twentieth-century public art from across North, Central, and South America and the Caribbean to analyze the following issues: public vs. private patronage; censorship; approaches to representing history, technology, and identity; and alternative modes of exhibition and dissemination. Case studies will be introduced via readings, presentations, and in-class discussions, as well as frequent visits to sites of public art on and off-campus. Over the course of the semester, participants will work closely with each other and the instructor to plan, write, and revise an individual 15-page research paper on a topic that bridges the course material and their specific interests within the history of art, architecture, and/or the built environment. This course is offered every fall and spring term, but with different topics.

<b>25222</b>	<b>HA-A</b>	<b>HAA 1025</b>	<b>HIST AND ETHICS OF COLLECTING</b>	Jones,Shirin Asgharzadeh-Fozi 3 Credits
		M	12:00 PM to 02:25 PM FKART 203	

This course questions the role of the art object as physical commodity, and explores the tensions between private property and public heritage that exist in the art world. Major themes will include the displacement of art as loot or booty in times of war from the ancient Romans to the present day, as well as the history and formation of the modern Museum as a repository of cultural assets. Particular attention will be paid to three key developments in the twentieth century: the upheavals of World War II, the aftermath of European colonialism, and the guidelines produced by the 1970 UNESCO Convention. Readings will introduce historical, anthropological, and art-historical approaches to these problems, as well as the growing importance of provenance research in the modern museum.

<b>24092</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	
<p>Through class sessions and museum visits in Florence, students will realize that most of the artworks actually displayed in public museums once belonged to private collectors and were not produced to be seen by a large public. During the course students will explore the history of collecting objects. They will start with the sacred collections of Classical temples, passing then to the libraries of Medieval monasteries and the ideas of the Abbot Suger. They will imagine recreating a Medieval Schatzkammer and an Early Renaissance Studiolo thanks to the remaining precious vases that belonged to Lorenzo the Magnificent and the documents of the Urbino Palace and Isabella d'EsteStudiolo. They will 'virtually' visit the Paolo Giovio collection and the real Studiolo of Francesco I, as well as 16th and 17th century Baroque Galleries. They will follow the growth of European National Museums of the nineteenth century (Louvre, British Museum, Bargello) as symbols of national pride. An in-depth study will be done of the Uffizi Gallery in order to understand the transformation of the gallery from the late 16th century to the present day. The last sessions are dedicated to a class research project to be done in some Florentine museums to discuss the role of museums in contemporary life and societies and to realize the difficulties of involving a large public while preserving the collections. We will focus on the questions of the costs, the lending and the restorations of museum collections. Finally, we will analyze the issue of making money from museums and the limitations of their management.</p>				
<b>26949</b>	<b>HA-A</b> Meets Reqs: REG W	<b>HAA 1040</b> TTh	<b>ARCH: IMAGE, TEXT, THEORY</b> 11:00 AM to 12:15 PM FKART 202	Rajagopalan,Mrinalini 3 Credits
<p>History of Architectural Theory is an upper level reading course that is required for all students wishing to graduate from the University of Pittsburgh with a major in Architectural Studies. The objective of this course is to illustrate the deep and profound links between architectural theory (the practice of writing, thinking, analysis) and architectural practice (design, drawing, 3-d modeling, and construction). In other words, this course will dismantle the erroneous idea that scholars and academics produce theory, whilst architects make buildings. Some examples of how theory is fundamental to the design process include: the collaboration between architect Bernard Tschumi and philosopher Jacques Derrida in the design of the Parc de la Vilette in Paris; the theories regarding the blurring of the human body and technology in the architecture of the Japanese Metabolists as well as Archigram in England; and the engagement with theories on global inequality and migration in the architecture of Teddy Cruz in the borderlands between the US and Mexico. This class will also explore a range of sites such as the architect's theoretical book (Rem Koolhaas' S, M, L, XL); the architect's art practice (Bijoy Jain of Studio Mumbai's installations); the architect as activist (Matrix Feminist Design Co-operative, UK). This reading and writing-intensive class will focus largely on contemporary and global theories of architectural production.</p>				
<b>29651</b>	<b>HA-A</b> Meets Reqs: MA EX REG	<b>HAA 1110</b> MW	<b>GREEK ART</b> 03:00 PM to 04:15 PM FKART 202	Weaver,Carrie L 3 Credits
<p>Greek civilization and its advances in the arts and sciences provided the intellectual foundation for western civilization. This undergraduate course surveys the art and architecture of the Greek world from its earliest beginnings in the Bronze Age (ca. 3000 BCE) to the age of Alexander and his Hellenistic successors (ca. 100 BCE). Focusing on architecture, sculpture, paintings, mosaics and decorative arts, emphasis will be placed on understanding and analyzing the production, style, materials and function of Greek art within its social, cultural and political contexts. Special attention is paid to the relationship between art and Greek social institutions and practices. Issues of stylistic categories, periodization, meaning and interpretation, theoretical perspectives expressed in ancient literary texts, and current scholarly debates and trends in the study of Greek art form an integral part of the course.</p>				
<b>18618</b>	<b>HA-A</b> Meets Reqs: REG	<b>HAA 1160</b> MW	<b>ROMAN ARCHITECTURE</b> 04:30 PM to 05:45 PM FKART 203	Weis,H Anne 3 Credits
<p>The course will examine the development of Roman architecture from its origins in Etruria and Central Italy to the High Empire (ca. 150 AD). Special attention will be given to 1) the relationship of architectural forms, types and functions to changes in Roman politics and society, 2) the significance of materials and outside influences on the development of local Italian traditions and forms, and 3) the interaction between Roman architectural forms and local traditions in the provinces to create a Roman imperial "koine".</p>				
<b>29657</b>	<b>HA-A</b>	<b>HAA 1230</b> MW	<b>PAGANS &amp; CHRST:ERLY MIDL AGES</b> 03:00 PM to 04:15 PM FKART 203	Jones,Shirin Asgharzadeh-Fozi 3 Credits
<p>This course examines the Mediterranean world during the complex period from ca. 200-800 AD, when the traditions of ancient Rome were gradually absorbed into the new Christian cultures that would later define the European Middle Ages. The idea that Rome suffered a 'decline and fall' will be critically examined, and the ways in which the newly Christianized peoples of the Roman Empire either embraced or rejected aspects of their Roman identity will be considered in detail. Major works of early Christian art and architecture will be explored in detail, and compared to surviving monuments from other traditions including Mithraism, Judaism, and Islam. Particular attention will be paid to the growing rift between the Latin West and the Greek East, and the gradual emergence of the medieval Byzantine, Abbasid, and Holy Roman Empires in the shadow of the ancient Romans. Readings will balance modern scholarship with medieval primary sources, and homework assignments will include visits to Hillman Library Special Collections and the Carnegie Museums.</p>				
<b>29660</b>	<b>HA-A</b> Meets Reqs: EX	<b>HAA 1407</b> T	<b>ARCHITECTURE AND ENLIGHTENMENT</b> 02:30 PM to 04:55 PM FKART 104	Armstrong,Christopher Drew 3 Credits

From its origins as a modest royal hunting lodge west of Paris, the palace, gardens and town of Versailles have in the course of the past four centuries been a major site for the making of culture and history. As the Sun King Louis XIV transformed Versailles into a stage for performing the rituals of the French monarchy, the palace and gardens became models copied by sovereigns throughout Europe. Key moments in the French Revolution unfolded at Versailles, including the creation of the French National Assembly, commemorated by Jacques-Louis David in his monumental 'Oath of the Tennis Court' (1790-94). In the 19th century, the palace became an important site in the cultural politics of the citizen-king Louis-Philippe, who presided over the transformation of the palace into a museum of French history. Confronting iconic spaces and upsetting visitor expectations, the work of major contemporary artists such as Anish Kapoor attract vandals and elicit violent reactions in the press, highlighting the singular status of Versailles as a destination for international tourism and as a venue for cultural production in the present day. This upper-level undergraduate and graduate seminar will consider Versailles across time and through multiple media. What can a trans-disciplinary approach to Versailles teach us about the ways in which space, power and memory intersect to shape human experience? In addition to examining works of art (painting, sculpture, furniture), the built environment (architecture, landscape, urbanism) and texts (poems, plays, memoirs, guides), we will incorporate the use of digital tools as a means to explore material culture, individuals, and events connected to Versailles throughout its history.

<b>18619</b>	<b>HA-A</b>	<b>HAA 2160</b> MW	<b>ROMAN ARCHITECTURE</b> 04:30 PM to 05:45 PM	<b>TBA</b>	Weis,H Anne 3 Credits
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The course will examine the development of Roman architecture from its origins in Etruria and Central Italy to the High Empire (ca. 150 AD). Special attention will be given to 1) the relationship of architectural forms, types and functions to changes in Roman politics and society, 2) the significance of materials and outside influences on the development of local Italian traditions and forms, and 3) the interaction between Roman architectural forms and local traditions in the provinces to create a Roman imperial "koine".

<b>26953</b>	<b>HA-A</b>	<b>HAA 2401</b> W	<b>SPECIAL TOPICS-CONTEMPORARY</b> 02:30 PM to 05:20 PM	<b>FKART 104</b>	Smith, Terence E 3 Credits
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World picturing, placemaking, and the connectivities between them are processes that seem fundamental to contemporary culture. They certainly shape the work of many contemporary artists, and drive social media of all kinds. Yet their cultural prominence raises a deeper question. If an increasingly divergent contemporaneity of difference is definitive of contemporary experience, is the simultaneous emergence around the world today of the desire for a planetary commons indicative of a more constructive possibility? This course will explore key conceptualizations of worlds, place and connection in a number of disciplines: modern and contemporary philosophy, critical theory, cultural studies, history, information theory, art practice and art history, literature, film studies, mass media studies, and social media practice and discourse. It will look for some ground of communality, especially at the possibility that a conception of coequality might provide the framework of a universalizable, or at least, a widely shareable, ethics. It will converge with the visiting lectures and symposia that will constitute Professor Smith's Global Studies Faculty Fellowship project Coequality: Ethical Being in a Time of Total Change.

<b>12432</b>	<b>HISPANIC</b>	<b>PORT 0001</b> MTWThF	<b>ELEMENTARY PORTUGUESE 1</b> 10:00 AM to 10:50 AM	<b>CL 304</b>	Chamberlain, Bobby J 5 Credits
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Graduate students should register for Port 1001 if they want to take this course.) Basic elements of Brazilian Portuguese emphasizing a development of speaking, listening, reading, and writing skills. Grammatical structures, vocabulary and readings are presented as tools for developing good communication skills. Students will also be exposed to Brazilian culture. Prerequisite(s): none

<b>29279</b>	<b>HISPANIC</b> Meets Reqs: L	<b>PORT 0002</b> TTh	<b>ELEMENTARY PORTUGUESE 2</b> 01:00 PM to 01:50 PM	<b>CL 129</b>	5 Credits
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(Graduate students should register for Port 1002 if they want to take this course.) The second half of this introductory course continues to develop skills in the speaking, listening, reading and writing of Portuguese 0001, and pertinent aspects of Brazilian culture will also be presented. Prerequisite(s): PREQ: PORT 0001 or 1001 (MIN GRADE) This course is offered every fall and spring.

<b>29279</b>	<b>HISPANIC</b> Meets Reqs: L	<b>PORT 0002</b> MWF	<b>ELEMENTARY PORTUGUESE 2</b> 01:00 PM to 01:50 PM	<b>CL 230</b>	5 Credits
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(Graduate students should register for Port 1002 if they want to take this course.) The second half of this introductory course continues to develop skills in the speaking, listening, reading and writing of Portuguese 0001, and pertinent aspects of Brazilian culture will also be presented. Prerequisite(s): PREQ: PORT 0001 or 1001 (MIN GRADE) This course is offered every fall and spring.

<b>11190</b>	<b>HISPANIC</b> Meets Reqs: L	<b>PORT 0002</b> MTWThF	<b>ELEMENTARY PORTUGUESE 2</b> 12:00 PM to 12:50 PM	<b>CL 218</b>	Chamberlain, Bobby J 5 Credits
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(Graduate students should register for Port 1002 if they want to take this course.) The second half of this introductory course continues to develop skills in the speaking, listening, reading and writing of Portuguese 0001, and pertinent aspects of Brazilian culture will also be presented. Prerequisite(s): PREQ: PORT 0001 or 1001 (MIN GRADE) This course is offered every fall and spring.

<b>19723</b>	<b>HISPANIC</b>	<b>PORT 0003</b> MWF	<b>INTERMEDIATE PORTUGUESE 3</b> 01:00 PM to 01:50 PM	<b>CL G16A</b>	Carvalho, Ana Paula Raulino De 3 Credits
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(Graduate students should register for Port 1003 if they want to take this course.) A continuation of the development of conversational as well as reading and writing skills. There will be an emphasis on vocabulary expansion, correction of problematic structures and an introduction to some texts of Brazilian literature. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Prerequisite(s): PREQ: PORT 0002 or 1002 or 1010 (MIN GRADE) This course is offered every fall and spring.

<b>10893</b>	<b>HISPANIC</b>	<b>PORT 0004</b> MWF	<b>INTERMEDIATE PORTUGUESE 4</b> 02:00 PM to 02:50 PM	<b>CL G16A</b>	Lobo, Danielle Christina Vieira 3 Credits
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(Graduate students should register for Port 1004 if they want to take this course.) This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions. Prerequisite(s): PREQ: PORT 0003 or 1003 (MIN GRADE Check with the department on how often this course is offered).

<b>17410</b>	<b>HISPANIC</b>	<b>PORT 0025</b>	<b>GRAMMAR AND COMPOSITION</b>	Carvalho, Ana Paula Raulino De
		MWF	03:00 PM to 03:50 PM CL 2321	3 Credits

An intermediate to advanced course in grammar and composition for those who have completed Portuguese 0004 or the equivalent. A book of Brazilian newspaper and magazine articles on a wide variety of topics will serve as a textbook. This will be supplemented by additional articles taken from the Internet. Problematic grammatical structures will be reviewed in greater detail, and students will be required to write compositions involving the topics of the newspaper, magazine, and Internet articles and the grammatical structures emphasized in the course. Students will also be required to make one oral presentation during the course. There will be periodic tests and a final examination.

<b>12433</b>	<b>HISPANIC</b>	<b>PORT 1001</b>	<b>ELEMENTARY PORTUGUESE 1</b>	Chamberlain, Bobby J
		MTWThF	10:00 AM to 10:50 AM CL 304	5 Credits

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

<b>29816</b>	<b>HISPANIC</b>	<b>PORT 1002</b>	<b>ELEMENTARY PORTUGUESE 2</b>	
	Meets Reqs: L	TTh	01:00 PM to 01:50 PM CL 129	5 Credits

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

<b>29816</b>	<b>HISPANIC</b>	<b>PORT 1002</b>	<b>ELEMENTARY PORTUGUESE 2</b>	
	Meets Reqs: L	MWF	01:00 PM to 01:50 PM CL 230	5 Credits

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

<b>11293</b>	<b>HISPANIC</b>	<b>PORT 1002</b>	<b>ELEMENTARY PORTUGUESE 2</b>	Chamberlain, Bobby J
	Meets Reqs: L	MTWThF	12:00 PM to 12:50 PM CL 218	5 Credits

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

<b>19724</b>	<b>HISPANIC</b>	<b>PORT 1003</b>	<b>INTERMEDIATE PORTUGUESE 3</b>	Carvalho, Ana Paula Raulino De
		MWF	01:00 PM to 01:50 PM CL G16A	3 Credits

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

<b>10894</b>	<b>HISPANIC</b>	<b>PORT 1004</b>	<b>INTERMEDIATE PORTUGUESE 4</b>	Lobo, Danielle Christina Vieira
		MWF	02:00 PM to 02:50 PM CL G16A	3 Credits

(Graduate students should register for Port 1004 if they want to take this course.) This course is a continuation of Portuguese 0003, a consolidation of speaking, reading and writing skills. There will be a review of troublesome or difficult structures and an emphasis on the reading of short stories and articles. Audio-visual materials such as slides, music and film, when possible, will also be utilized in this course. Students are required to write short compositions. Prerequisite(s): PREQ: PORT 0003 or 1003 (MIN GRADE Check with the department on how often this course is offered).

<b>20147</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>	Lima-Vales, Dolores
		TTh	11:00 AM to 12:15 PM THACK 325	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. Prerequisite(s): PREQ: SPAN 0004 (MIN GRADE 'B+') or Spanish Placement Test Score equal/greater 20

<b>18125</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>	
		MWF	12:00 PM to 12:50 PM 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. Prerequisite(s): PREQ: SPAN 0004 (MIN GRADE 'B+') or Spanish Placement Test Score equal/greater 20

<b>12000</b>	<b>HISPANIC</b>	<b>SPAN 0020</b>	<b>CONVERSATION</b>	
		MWF	02:00 PM to 02:50 PM CL 318	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. Prerequisite(s): PREQ: SPAN 0004 (MIN GRADE 'B+') or Spanish Placement Test Score equal/greater 20

<b>25050</b>	<b>HISPANIC</b>	<b>SPAN 0020</b> MWF	<b>CONVERSATION</b> 09:00 AM to 09:50 AM	<b>CL G21</b>	3 Credits
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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. Prerequisite(s): PREQ: SPAN 0004 (MIN GRADE 'B+') or Spanish Placement Test Score equal/greater 20

<b>19185</b>	<b>HISPANIC</b>	<b>SPAN 0025</b>	<b>GRAMMAR AND COMPOSITION</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead, Jeffrey Robert 3 Credits
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<b>11294</b>	<b>HISPANIC</b>	<b>SPAN 0025</b> TTh	<b>GRAMMAR AND COMPOSITION</b> 09:30 AM to 10:45 AM	<b>WWPH 5130</b>	Nardone, Chiara 3 Credits
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This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major. Prerequisite(s): PREQ: SPAN 0004 (MIN GRADE 'B+') or Spanish Placement Test Score equal/greater 20

<b>26731</b>	<b>HISPANIC</b>	<b>SPAN 0025</b> TTh	<b>GRAMMAR AND COMPOSITION</b> 01:00 PM to 02:15 PM	<b>THACK 321</b>	Nardone, Chiara 3 Credits
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This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major. Prerequisite(s): PREQ: SPAN 0004 (MIN GRADE 'B+') or Spanish Placement Test Score equal/greater 20

<b>30064</b>	<b>HISPANIC</b>	<b>SPAN 0025</b> MWF	<b>GRAMMAR AND COMPOSITION</b> 11:00 AM to 11:50 AM	<b>ALLEN 105</b>	3 Credits
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This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major. Prerequisite(s): PREQ: SPAN 0004 (MIN GRADE 'B+') or Spanish Placement Test Score equal/greater 20

<b>30063</b>	<b>HISPANIC</b>	<b>SPAN 0025</b> MWF	<b>GRAMMAR AND COMPOSITION</b> 10:00 AM to 10:50 AM	<b>BELLH 314</b>	3 Credits
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This course reviews Spanish grammar, and in addition, is designed to aid the students in vocabulary building, improving their knowledge of idiomatic usage, and their ability to translate from English to Spanish. This course is offered every term, and counts towards the Spanish major. Prerequisite(s): PREQ: SPAN 0004 (MIN GRADE 'B+') or Spanish Placement Test Score equal/greater 20

<b>27619</b>	<b>HISPANIC</b> Meets Reqs: W	<b>SPAN 0055</b> MWF	<b>INTRO HISPANIC LITERATURE 1</b> 01:00 PM to 01:50 PM	<b>CL 129</b>	Romanowski, Arne 3 Credits
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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>25459</b>	<b>HISPANIC</b> Meets Reqs: HS REG	<b>SPAN 1250</b> TTh	<b>HISPANIC CIVILIZATIONS</b> 01:00 PM to 02:15 PM	<b>CL 249</b>	Perez Cano, Tania Gloria 3 Credits
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A description is not available at this time.

<b>25480</b>	<b>HISPANIC</b> Meets Reqs: HS REG	<b>SPAN 1250</b> TTh	<b>HISPANIC CIVILIZATIONS</b> 09:30 AM to 10:45 AM	<b>CL 129</b>	Iturralde, Fernando Andres 3 Credits
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A description is not available at this time.

<b>25496</b>	<b>HISPANIC</b> Meets Reqs: HS REG	<b>SPAN 1250</b> TTh	<b>HISPANIC CIVILIZATIONS</b> 04:00 PM to 05:15 PM	<b>CL 302</b>	Chaar, Kahlil 3 Credits
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A description is not available at this time.

<b>29276</b>	<b>HISPANIC</b> Meets Reqs: HS REG	<b>SPAN 1250</b> MWF	<b>HISPANIC CIVILIZATIONS</b> 03:00 PM to 03:50 PM	<b>CL 129</b>	Wesserling, Anne Marie 3 Credits
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A description is not available at this time.

<b>20962</b>	<b>HISPANIC</b>	<b>SPAN 1305</b>	<b>SPANISH APPLIED LINGUISTICS</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM	
<b>25353</b>	<b>HISPANIC</b>	<b>SPAN 1315</b> MW	<b>BUSINESS SPANISH</b> 03:00 PM to 04:15 PM CL G16A	Romanowski,Arne 3 Credits
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): none				
<b>24134</b>	<b>HISPANIC</b>	<b>SPAN 1323</b> T	<b>MEDICAL SPANISH</b> 06:00 PM to 08:25 PM CL 129	Baechle,Miriam Catherine 3 Credits
This course provides a thorough analysis of the linguistic problems in teaching Spanish to speakers of English with particular emphasis on problems of interference by transfer from the native to the target language. Contrastive analysis will be used as a method of problem solving. Study of grammar (morphology and syntax), with attention to certain techniques in foreign language teaching, will be covered. Several workshops will focus on specific areas of Spanish Applied Linguistics useful for teachers as well as for learners of Spanish.Prerequisite(s): PREQ: [SPAN 0020 and 0025 (MIN GRADE 'C' for Listed Courses) PLAN: Spanish (BA, BPH)] or [SPAN 0020 or 0025 (MIN GRADE 'C' for Listed Courses) PLAN: Spanish				
<b>30608</b>	<b>HISPANIC</b>	<b>SPAN 2226</b> T	<b>READINGS IN CRITICAL THEORY</b> 03:00 PM to 05:50 PM CL 229	3 Credits
<b>25085</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 BENDM G28	Hatleback,Eric Nelson 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>11783</b>	<b>HIST</b> Meets Reqs: HS	<b>HIST 0089</b> MWF	<b>MAGIC, MEDICINE AND SCIENCE</b> 11:00 AM to 11:50 AM CL 252	Rampelt,Jason M 3 Credits
This course will consider some of the most important lines of thought in Western intellectual history, from the Ancient Greeks to the Scientific Revolution. We will begin briefly with ancient Greek speculations in cosmology, natural philosophy, and medicine. Then we will examine how they develop through the Middle Ages and into the Renaissance. These include, among other topics, the magical, alchemical, and astrological traditions that flourished from Antiquity through the 17th century. In the second half of the course will focus on the exciting intellectual transformations in 17th-century Britain and Europe, which constitute the beginnings of modern science. The great scientific achievements of figures such as Galileo, Kepler, Copernicus, Descartes, Boyle, and Newton will be discussed. In this course, students will gain a clear understanding of the multi-dimensional origins of modern science.				
<b>10008</b>	<b>HIST</b> Meets Reqs: HS REG	<b>HIST 0100</b> TTh	<b>WESTERN CIVILIZATION 1</b> 11:00 AM to 11:50 AM LAWRN 107	Hammond,Leslie Ann 3 Credits
The term 'civilization' describes a process. In this course, we will investigate the dynamics of historical change from the era of classical Greece to the age of West European Enlightenment. We will learn about the nature and causes of these changes and ask if they are, indeed, a part of a coherent process that we can legitimately call 'civilization.' Our investigation will include the use of a variety of historical sources. It will require close textual reading, interpretation, and discussion of a significant number of primary sources. In this way, students will learn not only about topics in the history of Europe, but they will also learn about how historians practice their craft.				
<b>19749</b>	<b>HIST</b> Meets Reqs: HS COM	<b>HIST 0125</b> MW	<b>RELIGIONS OF THE WEST</b> 04:30 PM to 05:45 PM CL 358	Hughes,Patrick Wallace 3 Credits
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>26805</b>	<b>HIST</b> Meets Reqs: HS REG	<b>HIST 0187</b> TTh	<b>WORLD WAR II-EUROPE</b> 09:00 AM to 09:50 AM CL 324	Hammond,Leslie Ann 3 Credits

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.

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<b>20447</b>	<b>HIST</b>	<b>HIST 1000</b>	<b>CAPSTONE SEMINAR</b>	Hagerty, Bernard George
	Meets Reqs: W	T	06:00 PM to 08:30 PM	<b>WWPH 3501</b> 3 Credits

This seminar will be an exercise in comparative history--in particular, an examination of the "special relationship" between Britain and the United States. We will look at political, diplomatic and cultural ties between the two nations in the 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.

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<b>19141</b>	<b>HIST</b>	<b>HIST 1000</b>	<b>CAPSTONE SEMINAR</b>	Hammond, Leslie Ann
	Meets Reqs: W	T	01:00 PM to 03:25 PM	<b>WWPH 3701</b> 3 Credits

This class will be geared toward the development of critical thinking skills and the construction of arguments in writing and discussing History. It will center on the question of European Empire in the nineteenth and twentieth centuries, with an emphasis on the British Empire. The class will have common primary and secondary source readings for the purpose of class debate and discussion. Based on these common sources, students will write several short papers. As the main project of the term, students will develop their own unique, comparative analyses of some aspect of the imperialism of the nineteenth and twentieth centuries. They will share these projects with each other, both through on-going discussions of the process of writing and in formal presentations of their projects in the last two weeks of the class.

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<b>20438</b>	<b>HIST</b>	<b>HIST 1000</b>	<b>CAPSTONE SEMINAR</b>	Tsoukas, Liann E
	Meets Reqs: W	M	10:00 AM to 12:30 PM	<b>WWPH 3701</b> 3 Credits

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

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<b>27407</b>	<b>HIST</b>	<b>HIST 1001</b>	<b>INTRODUCTORY SEMINAR</b>	Roege, Pernille
	Meets Reqs: W	W	12:00 PM to 02:30 PM	<b>WWPH 3700</b> 3 Credits

This course introduces History majors to the historian's craft. Students will learn how to analyse primary and secondary sources (identify key arguments, evaluate use of evidence), assess historiographical debates, and develop their writing skills. To that end, the course will focus on the European Enlightenment as an intellectual and cultural movement, in and above national contexts. Assignments include the writing of several shorter essays on enlightenment topics (such as natural law, government reform, religious tolerance, political economy, race and gender, colonialism) and on historical interpretations (high Enlightenment, low Enlightenment, Enlightenment/s, the counter-Enlightenment). A longer research paper is due at the end of term. In-class revision and discussion of students' written work form an important part of the course.

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<b>27423</b>	<b>HIST</b>	<b>HIST 1040</b>	<b>WORLD WAR I-COMPARTV PERSPECTV</b>	Novosel, Anthony Stephen
	Meets Reqs: HS COM	MW	04:30 PM to 05:45 PM	<b>CL 213</b> 3 Credits

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. What's more since this year is the 100th anniversary of the events of 1916, you have an amazing opportunity to study the legacy of that year, commonly known as 'The Year of Slaughter.' Therefore, you will make the most of this opportunity by focusing your study this term on the 'Great Battles' of 1916, Verdun, the Somme, and the Brusilov offensive as well as discussions of Caporetto and Passchandaele (1917) You will not study these battles as 'military campaigns' or the strategy behind them. Instead, you will fit these battles into a larger discussion of the Great War as a 'cultural act'. Beyond this, you will also work to understand these battles and the Great War, not simply as being 'incomprehensible, but as one French historian put it, as 'the incomprehensible.' Still Interested!? GREAT! So, join us as we engage with the how and why the war began and the lively debate taking place in Europe today over the origins of the war. This will lead you into an analysis of the Great Battles of 1916 and the role they played in the West's 'descent into barbarism.' Then in the final section of the course, you will analyze the cultural and political impact of the war on all facets of society. You will finish the course by analyzing how Europeans constructed a 'cultural memory' of the war, as well as dealt with the cultural act of mourning itself after the 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.

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<b>27008</b>	<b>HIST</b>	<b>HIST 1110</b>	<b>MEDIEVAL HISTORY 1</b>	Venarde, Bruce Lanier
	Meets Reqs: HS REG	TTh	11:00 AM to 12:15 PM	<b>CL 242</b> 3 Credits

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

<b>29793</b>	<b>HIST</b>	<b>HIST 1116</b>	<b>INTRO TO THE RENAISSANCE</b>	Winerock,Emily Frances 3 Credits
		TTh	04:00 PM to 05:15 PM	<b>BELLH 314</b>

Stores closed on Sundays; Latin medical terms; banks, tennis, and high heels--the beliefs, obsessions, and discoveries of Renaissance Europe continue to impact modern life. The new printing presses made it faster, cheaper, and easier to convey ideas to broader audiences, as well as encouraged literacy more generally. The split of western Christendom into Protestant and Catholic churches inspired intellectual and artistic creativity but also led to violence, persecution, and warfare. Modern states and national identities emerged from conflicts over dynasties, faiths, philosophies, and territories. This course examines the 'rebirth' of classical forms over five hundred years ago that revolutionized education, politics, law, literature, science, art, and gender relations. Assignments will draw on documents written and material objects created during the Renaissance to help us grasp what this period of momentous change looked like from the perspective of those who were living through it.

<b>11239</b>	<b>HIST</b>	<b>HIST 1123</b>	<b>MODERN BRITAIN</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: HS		12:00 AM to 12:00 AM	<b>TBA</b>

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

<b>30407</b>	<b>HIST</b>	<b>HIST 1124</b>	<b>IRELAND</b>	Novosel,Anthony Stephen 3 Credits
	Meets Reqs: HS REG	Th	06:00 PM to 08:30 PM	<b>LAWRN 231</b>

This course will examine the roots of the "Troubles" and to understand how and why the Troubles began in the 1960's; To examine and understand how and why ordinary people on both sides of the conflict took up in arms to fight what they each saw as a "just war;" To analyze and understand how Northern Ireland moved from the 25 years of military conflict to the political compromise of the "Good Friday" agreement in 1998. There are no formal prerequisites, although a previous history course would be helpful. You should be confident in your writing skills and possess a willingness to read and to critically analyze historical material. You will also need computer and Internet skills, as the workbook and the entire syllabus will be online and I will keep in touch with you by e-mail. This is a Hybrid course requiring students to attend scheduled workshops and participate in online discussions and activities. Workshops dates 9/12, 9/19, 10/3, 10/17, 11/7, 11/21, 12/5/2009 .

<b>30289</b>	<b>HIST</b>	<b>HIST 1126</b>	<b>FRENCH REVOLUTION</b>	Roegge,Pernille 3 Credits
	Meets Reqs: HS REGGLOCOM	TTh	02:30 PM to 03:45 PM	<b>CL 213</b>

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

<b>26823</b>	<b>HIST</b>	<b>HIST 1132</b>	<b>CONTEMPORARY GERMANY</b>	Wezel,Katja 3 Credits
	Meets Reqs: HS REG	TTh	09:30 AM to 10:45 AM	<b>CL 213</b>

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

<b>29375</b>	<b>HIST</b>	<b>HIST 1141</b>	<b>SPAIN &amp; PORTUGAL 20TH CENTURY</b>	Holstein,Diego 3 Credits
	Meets Reqs: HS REGCOM	TTh	11:00 AM to 12:15 PM	<b>CL 352</b>

On 1898 Spain lost its empire during the Spanish--American War. Portugal, instead, preserved its empire for most of the 20th century. This divergence resulted in different developments such as a Civil War in Spain (1936-1939) and a political revolution in Portugal (1974). However, both countries also shared similar experiences such as long lasting authoritarian regimes, democratic transitions, and incorporation into the European Community. The course Spain and Portugal in the 20th Century tackles the singular histories of these two countries, compares between their trajectories, enquires upon their connections, and places them in global context.

<b>29376</b>	<b>HIST</b>	<b>HIST 1144</b>	<b>IBERIAN EMPR ERLY MOD GLBLZATN</b>	Gebhardt,Jonathan M 3 Credits
	Meets Reqs: HS IFN GLO	TTh	01:00 PM to 02:15 PM	<b>CL 252</b>

The Iberian peninsula: the birthplace of globalization? Beginning in the early fifteenth century, Portuguese and Spaniards left their homelands to establish trading posts, colonies, and missions in Africa, Asia, and the Americas. By the turn of the seventeenth century, Philip II, king of Spain and Portugal, ruled over a sprawling imperial web that stretched from Madrid and Lisbon to Mexico City to Manila and Macau -- the first empire 'on which the sun never set.' In this course, we will explore how that globe-spanning empire developed, and consider how it took different forms in different places. Spanish conquistadors toppled existing empires in Mexico and Peru, while the Portuguese colonization of Brazil proceeded more gradually; Portuguese influence in India was more limited, while the Spaniards were unable to realize their dreams of conquering China. We will investigate how the evolution of empire was shaped by the nature of relations between the representatives of Portugal, Spain, and the Catholic Church -- officials, soldiers, adventurers, merchants, churchmen -- and the peoples they encountered overseas. Looking at Catholic evangelization and global commercial exchange, we will see how modes of domination and interaction operated simultaneously. Throughout the course, we will consider how the Iberian empires of the early modern period have shaped the world we live in today.

<b>29377</b>	<b>HIST</b>	<b>HIST 1164</b>	<b>SMALL COUNTRIES &amp; THE EU</b>	Hagerty, Bernard George 3 Credits
	Meets Reqs: HS REGCOM	TTh	02:30 PM to 03:45 PM CL 142	

This course focuses on the modern history of three representative small countries of the European Union--Denmark, Latvia and Greece--and upon their relationships with larger countries of the EU, and with the European Union as a whole. We will look at the long process, beginning in the 19th century, which brought each country to its present state, and at each one's current condition and problems as a member of the EU. We will use this knowledge to generalize the experience of all the 21 small countries of the EU, and to critique current models of governance and power in the European Union.

<b>20439</b>	<b>HIST</b>	<b>HIST 1190</b>	<b>MEDIEVAL GOVERNMENT &amp; SOCIETY</b>	Greenberg, Janelle 3 Credits
	Meets Reqs: HS REG	TTh	01:00 PM to 02:15 PM LAWRN 105	

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

<b>20440</b>	<b>HIST</b>	<b>HIST 1191</b>	<b>ENGLISH ORIGINS OF AMERICAN LAW</b>	Greenberg, Janelle 3 Credits
	Meets Reqs: HS REG	W	02:00 PM to 04:25 PM WWPH 5200	

This course examines the origins and development of English law and legal institutions from c. 1000 to c. 1700, with a view toward understanding the foundations of the American legal system. Keeping in mind that law is shaped by social, economic, religious and political considerations, we attempt to answer the vital question, "How, and by what processes, did English society solve certain problems with which all societies must eventually cope?" In answering this question we will be concerned with the various mechanisms for resolving legal disputes (e.g., trial by jury, the common law writ system, proof and evidence); rights in land and personal property; and legal relationships between people (e.g., contract, marriage). In addition, we will deal with certain issues in English constitutional law (e.g., the rule of law, ideas of legal sovereignty). Prerequisite(s): No prerequisites, though Peter Karsten's American legal history is good preparation. Students are expected to read assigned material and to attend lectures.

<b>29685</b>	<b>HIST</b>	<b>HIST 1769</b>	<b>HOLOCAUST HISTORY &amp; MEMORY</b>	Kranson, Rachel L 3 Credits
	Meets Reqs: HS REG	TTh	02:30 PM to 03:45 PM WWPH 1700	

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>10645</b>	<b>HIST</b>	<b>HIST 1776</b>	<b>VARIETIES OF EARLY CHRISTIANITY</b>	Denova, Rebecca I 3 Credits
	Meets Reqs: HS REG	TTh	02:30 PM to 03:45 PM CL 324	

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>26832</b>	<b>HIST</b>	<b>HIST 1781</b>	<b>ROMAN HISTORY</b>	Korzeniewski, Andrew J. 3 Credits
	Meets Reqs: HS REG	MW	03:00 PM to 04:15 PM CL 335	

This course is a survey of Roman history from the founding of the city of Rome in the 8th Century BCE to her zenith when her reign stretched from Britain in the West to the Tigris and Euphrates in the East and, finally, to her gradual overexpansion, mismanagement, and decline. This class will investigate Rome's transition from monarchy to republic and how Julius Caesar and a bloody civil war pushed control of the state into the hands of an emperor. As we read a modern narrative history of Rome along with the works of ancient historians, we will examine how she acquired and governed her empire; under what forms of government and under whose leadership the affairs of the Roman People were administered; and what caused led to the breakup of the Roman Empire. Simultaneously, we shall discuss how the idea of Rome still exists today and how Roman influences continue to pervade and influence our modern culture. Class time will be devoted to lecture, visual presentations (slides, videos, Power Points"), as well as possibly student reports.

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<b>29356</b>	<b>HISTH</b>	<b>HIST 0190</b> W	<b>THE DICTATORS</b> 02:30 PM to 05:00 PM	<b>WWPH 3701</b>	Wezel,Katja 3 Credits
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Was the 20th century the prime time for dictators? To be sure, the last century saw many of them: Hitler, Stalin, Kim Jong-il, Gaddafi -- to name but a few. Yet the term itself is much older. In Ancient Rome a dictatorship was an established short-term form of government in exceptional situations. Modern dictatorships, however, are a very different phenomenon, and last century's extraordinary peak is connected to the historical changes of the 20th century. This course will take a comparative approach studying the preconditions of dictatorships, the 'charismatic leadership' of dictators, the reasons for their rise and fall, as well as their legacies. The first part of the course will focus on Europe and the two most well-known dictators of that era -- Adolf Hitler and Josef Stalin. We will investigate the official methods and media that transmitted the ideologies and aimed to manufacture consent for National Socialism and Stalinist Communism. The second part of this course will be devoted to modern dictatorships outside of Europe, with case studies from Africa, Asia, Latin America, and the Middle East.

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<b>30601</b>	<b>HPS</b>	<b>HPS 0427</b> T	<b>MYTH AND SCIENCE</b> 06:00 PM to 08:30 PM	<b>CL 313</b>	Kneer,Markus 3 Credits
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<b>30381</b>	<b>HPS</b>	<b>HPS 0437</b> MW	<b>DARWINISM AND ITS CRITICS</b> 09:30 AM to 10:45 AM	<b>CL 306</b>	Novick,Aaron Michael 3 Credits
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Charles Darwin's evolutionary theory not only revolutionized biology, it has revolutionary implications for how we see ourselves and our place in nature. In this course, we will study the history of evolutionary theory from pre-Darwinian to contemporary biology, focusing on the reactions of the scientific, religious, and philosophical communities to evolutionary ideas. Two central questions will animate our discussion: (1) What is the scientific status of Darwinism (and its rivals)? (2) What are the implications of Darwinism for our beliefs about humanity's place in nature? We will end the course by considering in detail a variety of contemporary critics of Darwinism, both scientific and non-scientific.

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<b>25084</b>	<b>HPS</b> Meets Reqs: HS	<b>HPS 0515</b> Th	<b>MAGIC, MEDICINE AND SCIENCE</b> 06:00 PM to 08:30 PM	<b>BENDM G28</b>	Hatleback,Eric Nelson 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.

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<b>11784</b>	<b>HPS</b> Meets Reqs: HS	<b>HPS 0515</b> MWF	<b>MAGIC, MEDICINE AND SCIENCE</b> 11:00 AM to 11:50 AM	<b>CL 252</b>	Rampelt,Jason M 3 Credits
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This course will consider some of the most important lines of thought in Western intellectual history, from the Ancient Greeks to the Scientific Revolution. We will begin briefly with ancient Greek speculations in cosmology, natural philosophy, and medicine. Then we will examine how they develop through the Middle Ages and into the Renaissance. These include, among other topics, the magical, alchemical, and astrological traditions that flourished from Antiquity through the 17th century. In the second half of the course will focus on the exciting intellectual transformations in 17th-century Britain and Europe, which constitute the beginnings of modern science. The great scientific achievements of figures such as Galileo, Kepler, Copernicus, Descartes, Boyle, and Newton will be discussed. In this course, students will gain a clear understanding of the multi-dimensional origins of modern science.

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<b>29461</b>	<b>HPS</b> Meets Reqs: PH SS	<b>HPS 0623</b> TTh	<b>EXPLANS OF HUMANS &amp; SOCIETY</b> 01:00 PM to 01:50 PM	<b>LAWRN 205</b>	Machamer,Peter K 3 Credits
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This course will look at some of the original writings of the three "giants" of modern psychology: Freud, Skinner and Piaget. The three movements of psychoanalysis, behaviorism and developmental cognition will be explored through their most articulate and well known proponents. Topics to be discussed include the nature of the emotions, the structures of behavior and the forms of human thought. Specifically, we will discuss how the concepts of desire, love, jealousy, homosexuality, skilled actions, language, and logical and moral reasoning can be used to understand human beings. Warning: This course explicitly discusses human sexuality, sometimes in vernacular terms. If this is offensive to you. You should not register for this course.

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<b>29467</b>	<b>HPS</b>	<b>HPS 2502</b> W	<b>HISTORY OF SCIENCE 1</b> 09:30 AM to 12:00 PM	<b>CL G28</b>	Lennox,James 3 Credits
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In our newly reorganized History of Science Core sequence, HPS 2502 (History of Science I) will study the history of the investigation of the living world from the Ancient Greeks through to the late 20th century. This study will be based on a close study of primary texts (in translation when necessary). A primary focus of the seminar will be to track continuity through historical changes as well as the cultural context of the texts we will be studying. Special attention will be given to the ways in which different philosophical and theological views impact thinking about the study of life, and in particular thinking about how the study of human beings and the study of other living things are related.

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<b>29683</b>	<b>JS</b>	<b>JS 1252</b>	<b>HOLOCAUST HISTORY &amp; MEMORY</b>		Kranson,Rachel L
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Meets Reqs: HS REG TTh

02:30 PM to 03:45 PM

WWPH 1700 3 Credits

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.

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<b>25112</b>	<b>LING</b>	<b>LING 0222</b>	<b>IRISH (GAEILGE) 2</b>	Mauk,Claude E Young,Marie A
	Meets Reqs: L	TTh	11:00 AM to 12:40 PM	CL 2321 4 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

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<b>12005</b>	<b>LING</b>	<b>LING 0224</b>	<b>IRISH (GAEILGE) 4</b>	Mauk,Claude E Young,Marie A
	Meets Reqs: L	TTh	01:00 PM to 02:15 PM	CL 2321 3 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

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<b>11052</b>	<b>LING</b>	<b>LING 0232</b>	<b>GREEK (MODERN) 2</b>	Papanastasiou,Areti Mauk,Claude E
	Meets Reqs: L	MW	05:00 PM to 06:40 PM	CL G21 4 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

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<b>12006</b>	<b>LING</b>	<b>LING 0234</b>	<b>GREEK (MODERN) 4</b>	Mauk,Claude E Papanastasiou,Areti
	Meets Reqs: L	MW	06:45 PM to 08:00 PM	CL G21 3 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

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<b>11191</b>	<b>LING</b>	<b>LING 0512</b>	<b>SWEDISH 2</b>	Albertsson,Eva Ulrika Mauk,Claude E
	Meets Reqs: L	TTh	11:00 AM to 12:40 PM	CL G21 4 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

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<b>11252</b>	<b>LING</b>	<b>LING 0514</b>	<b>SWEDISH 4</b>	Albertsson,Eva Ulrika Mauk,Claude E
	Meets Reqs: L	TTh	09:30 AM to 10:45 AM	CL 2321 3 Credits

The Less-Commonly-Taught Languages Center makes it possible to study foreign languages not available in other language departments in the University. Up to four courses may be taken in the languages that are offered, for a total of 14 credits over four semesters. LCTL courses make use of the most appropriate language-learning materials available from various sources. Textbooks are available for individual purchase at the Book Center; recorded material may often be duplicated through the language lab for home study in conjunction with our courses. For courses that require special enrollment counseling, authorization may be obtained from LCTL staff members in G-47 CL. Further information can be obtained by calling 624-5512.

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<b>20432</b>	<b>LING</b>	<b>LING 0516</b>	<b>SWEDISH 6</b>	Albertsson,Eva Ulrika Mauk,Claude E
		TTh	01:00 PM to 02:15 PM	CL 312 3 Credits

A description is not available at this time.

<b>29798</b>	<b>M-RST</b>	<b>MRST 1002</b>	<b>INTRO TO THE RENAISSANCE</b>	Winerock,Emily Frances 3 Credits
	Meets Reqs: HS REG	TTh	04:00 PM to 05:15 PM	BELLH 314
This course is about western Europe in the period of the Renaissance. Though it is intended to provide a broad introduction to the history of the Renaissance as a whole, it will focus on histories of the two centers of Renaissance high culture in this period, northern Italy and the Burgundian Low Countries. The principal theme of the course is the emergence of the modern western state in the two hundred and fifty years which marked the end of the Middle Ages and the beginning of the Modern era. In addition to studying the political development of the Italian city-states and the northern European dynastic monarchies of the era, we will examine the political thought of the period, culminating in the writings of Niccolo Machiavelli.				
<b>10063</b>	<b>MUSIC</b>	<b>MUSIC 0211</b>	<b>INTRO TO WESTERN ART MUSIC</b>	Shold,Jonathan Matthew O'Brien,Kevin Steven Rosenmund,William Daniel Nisnevich,Anna 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>10547</b>	<b>MUSIC</b>	<b>MUSIC 0224</b>	<b>HISTRY OF WEST MUSC SINCE 1750</b>	Nisnevich,Anna 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 repertories and individual works will be discussed in detail, with special attention given to stylistic and formal procedures as well as historical context. This course is part of the core requirements in music history and theory for music majors and normally SHOULD BE TAKEN CONCURRENTLY WITH MUSIC 0419 (THEORY 4) AND MUSIC 0420 (MUSICIANSHIP 4). This course is also open by permission of the instructor to non-music majors who have the ability to read a musical score and the requisite background in music theory.				
<b>17565</b>	<b>MUSIC</b>	<b>MUSIC 1398</b>	<b>WOMEN &amp; MUSIC CROS-CULTL PERSP</b>	Casey,Sara G 3 Credits
	Meets Reqs: IFN COM	T	03:00 PM to 05:25 PM	MUSIC 132
This course will provide an overview of the ways in which women are connected with music: women as keepers of musical traditions and women as composers and performers of music in the western art tradition as well as in diverse forms of popular music. We will examine issues of women, music and power and also representations of women in music both classical and popular.				
<b>11160</b>	<b>MUSIC</b>	<b>MUSIC 2131</b>	<b>INTRO TO HISTORICAL MUSICOLOGY</b>	Root,Deane L 3 Credits
		T	12:30 PM to 03:00 PM	MUSIC 302
The musicology proseminar complements those in the other subdisciplines of music research. Itexamines the theories, methodologies, history, interdisciplinary connections, and goals of current scholarship in musicology. While musicology as a whole is too broad and multifaceted to be coveredthoroughly in a single semester, this course will introduce students to representative issues andproblems addressed by the field today, and explore examples of different sorts of scholarlycommunication through discussions of readings centered around a different topic each week, and bywriting abstracts, book reviews, grant proposals, a term paper, and a 20-minute conference talk.				
<b>25076</b>	<b>PHIL</b>	<b>PHIL 0010</b>	<b>CONCEPTS OF HUMAN NATURE</b>	Buttaci,Jonathan Alphonse 3 Credits
	Meets Reqs: PH	M	06:00 PM to 08:30 PM	CL 2320
This course is a general introduction to important themes in the western philosophical tradition concerning human nature. Humans are generally regarded to be distinctively rational animals as well as moral and political animals, so any discussion of human nature will be both theoretical and practical: asking, roughly, who am I and what must I do? This course is designed as a general overview to these questions. Readings will be drawn from Plato, Augustine, Hobbes, Locke, Rousseau, Nietzsche, and Dostoevsky. The student should be able, upon completing the course, to articulate different views of human nature, compare and contrast them, as well as critically engage with them in their own voice. Philosophy is not a mere historical exercise: we study historical figures and ideas as occasions for critical engagement with the most pressing questions of human life: what is the goal and purpose of our existence? How is this goal achieved? And what is the role of the political community in helping us live happy and fulfilling lives? (No prerequisites)				
<b>24026</b>	<b>PHIL</b>	<b>PHIL 0080</b>	<b>INTRO TO PHILOSOPHCAL PROBLEMS</b>	3 Credits
	Meets Reqs: PH	TTh	01:00 PM to 01:50 PM	CL 324
In this course we will examine a handful of classic questions and works addressing a few central questions of philosophy. In particular, we will be concerned with questions like: How should we live? What is the highest good in human life? What are the limits of our knowledge? What is the best method for acquiring knowledge? Do we have minds or souls that are distinct from our bodies? Do we have free will? Or should we fear death? In addition to familiarizing students with these questions and texts, this course also aims to develop skills for recognizing, understanding, and evaluating arguments.				
<b>10102</b>	<b>PHIL</b>	<b>PHIL 0080</b>	<b>INTRO TO PHILOSOPHCAL PROBLEMS</b>	

	Meets Reqs: PH	MW	10:00 AM to 10:50 AM	CL G24	3 Credits
In this course, we will consider some of the most fundamental questions in philosophy. In particular, we will be concerned with the questions: Are there facts about who is right and who is wrong in moral disputes -- or just differences of opinion? Is the mind distinct from the body? Is there freedom of the will, or are all our actions pre-determined? This course aims both to familiarize students with philosophical disputes and to develop skills for recognizing, understanding, and evaluating arguments.					
<b>25081</b>	<b>PHIL</b>	<b>PHIL 0082</b>	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b>		Schmor,Kent Jonathan
	Meets Reqs: PH W	TTh	04:00 PM to 04:50 PM	CL 304	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>25081</b>	<b>PHIL</b>	<b>PHIL 0082</b>	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b>		Schmor,Kent Jonathan
	Meets Reqs: PH W	TTh	01:00 PM to 01:50 PM	CL 324	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>25080</b>	<b>PHIL</b>	<b>PHIL 0082</b>	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b>		
	Meets Reqs: PH W	MW	02:00 PM to 02:50 PM	CL 321	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>25080</b>	<b>PHIL</b>	<b>PHIL 0082</b>	<b>INTRO PHILPHCL PRBLM/WRIT PRAC</b>		
	Meets Reqs: PH W	MW	10:00 AM to 10:50 AM	CL G24	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>27179</b>	<b>PHIL</b>	<b>PHIL 0210</b>	<b>HISTORY OF MODERN PHILOSOPHY</b>		Engstrom,Stephen
	Meets Reqs: PH	MW	12:00 PM to 12:50 PM	CL 324	3 Credits
'Modern Philosophy' designates the period in the history of philosophy that roughly coincides with the Scientific Revolution and the Enlightenment. It spans the seventeenth and eighteenth centuries, beginning with Descartes and ending with Kant. This course is an introduction to several major philosophers of this period. The Scientific Revolution gave rise to a variety of philosophical problems, particularly relating to human knowledge. Many of the questions addressed in this course will accordingly concern human knowledge and the human mind. Is any of our knowledge innate? Or is it all acquired through experience? Can we attain certainty? How far can our knowledge be extended? What principles govern the mind's operation? Special attention will be given to questions concerning our knowledge of causes and effects. The course will focus primarily on Descartes and Hume, but the doctrines of Locke and of Kant will also be examined.					
<b>29805</b>	<b>PHIL</b>	<b>PHIL 0212</b>	<b>HISTRY OF MDRN PHIL/WRIT PRAC</b>		
	Meets Reqs: PH W	TTh	02:00 PM to 02:50 PM	CL G16B	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>27180</b>	<b>PHIL</b>	<b>PHIL 0212</b>	<b>HISTRY OF MDRN PHIL/WRIT PRAC</b>		
	Meets Reqs: PH W	TTh	03:00 PM to 03:50 PM	CL 227	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>29805</b>	<b>PHIL</b>	<b>PHIL 0212</b>	<b>HISTRY OF MDRN PHIL/WRIT PRAC</b>		
	Meets Reqs: PH W	MW	12:00 PM to 12:50 PM	CL 324	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>27180</b>	<b>PHIL</b>	<b>PHIL 0212</b>	<b>HISTRY OF MDRN PHIL/WRIT PRAC</b>		
	Meets Reqs: PH W	MW	12:00 PM to 12:50 PM	CL 324	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>25087</b>	<b>PHIL</b>	<b>PHIL 0220</b>	<b>INTRODUCTION TO EXISTENTIALISM</b>		Strom,Gregory B.

	Meets Reqs: PH	MW	01:00 PM to 01:50 PM	CL 232	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>25088</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 232</b>	Strom, Gregory B. 4 Credits
A description is not available at this time.					
<b>25088</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0222</b> MW	<b>INTRO EXISTENTIALISM/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>THACK 325</b>	Strom, Gregory B. 4 Credits
A description is not available at this time.					
<b>10100</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0300</b> TTh	<b>INTRODUCTION TO ETHICS</b> 03:00 PM to 03:50 PM	<b>LAWRN 120</b>	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>10752</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0302</b> TTh	<b>INTRODCTN TO ETHCS/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>LAWRN 120</b>	4 Credits
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>29806</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0302</b> TTh	<b>INTRODCTN TO ETHCS/WRIT PRAC</b> 10:00 AM to 10:50 AM	<b>CL 116</b>	4 Credits
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>29806</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0302</b> TTh	<b>INTRODCTN TO ETHCS/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>LAWRN 120</b>	4 Credits
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>29807</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0302</b> TTh	<b>INTRODCTN TO ETHCS/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>LAWRN 120</b>	4 Credits
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>29807</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0302</b> TTh	<b>INTRODCTN TO ETHCS/WRIT PRAC</b> 12:00 PM to 12:50 PM	<b>THACK 321</b>	4 Credits
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>10752</b>	<b>PHIL</b> Meets Reqs: PH W	<b>PHIL 0302</b> MW	<b>INTRODCTN TO ETHCS/WRIT PRAC</b> 03:00 PM to 03:50 PM	<b>EBERL 228</b>	4 Credits
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>25079</b>	<b>PHIL</b> Meets Reqs: PH	<b>PHIL 0320</b> T	<b>SOCIAL PHILOSOPHY</b> 06:00 PM to 08:30 PM	<b>CL 253</b>	Humphreys, Justin 3 Credits
Social Philosophy is the attempt to examine systematically why people live together and what kinds of shared lives they can have. Why is it that some nations are rich and others poor? Why are there inequalities of status and opportunity in most -- perhaps in all -- societies? What are the possible social arrangements in which people can live? Finally, what causes social change? This course is historical in focus and will cover the major social theories of Rosseau, Smith, Marx, and Weber. However, the second part of the semester will include the consideration of a special topic (as yet undecided) that lies outside this classic literature.					
<b>18386</b>	<b>PHIL</b>	<b>PHIL 0330</b>	<b>POLITICAL PHILOSOPHY</b>		

	Meets Reqs: PH	TTh	11:00 AM to 11:50 AM	CL 324	3 Credits
This course is a historical introduction to some of the central problems in political philosophy. For example: do states have any authority -- that is, do we have any moral obligation to obey them? If so, what is the source of this obligation: self-interest, morality, divine authority, or something else entirely? What are the limits of the state's authority: should it attempt to get its citizens to live the best lives possible, or merely prevent them from harming one another? We will approach these questions by examining a handful of the most influential writings on the topic from a range of historical periods. You must be enrolled for a recitation in addition to the lecture.					
<b>19568</b>	<b>PHIL</b>	<b>PHIL 0332</b>	<b>POLITICAL PHILOSOPHY/WRITE PRAC</b>		
	Meets Reqs: PH W	TTh	11:00 AM to 11:50 AM	CL 324	4 Credits
For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. 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>19568</b>	<b>PHIL</b>	<b>PHIL 0332</b>	<b>POLITICAL PHILOSOPHY/WRITE PRAC</b>		
	Meets Reqs: PH W	MW	11:00 AM to 11:50 AM	CL G16A	4 Credits
For the writing course. Description same as Phil. 0330. This is the writing section of Phil. 0330. 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>27272</b>	<b>PHIL</b>	<b>PHIL 0473</b>	<b>PHILOSOPHY OF RELIGION</b>		Bahler,Brock A
	Meets Reqs: PH	TTh	01:00 PM to 02:15 PM	CL 239	3 Credits
Are there good reasons for thinking that God exists? Are there good reasons for thinking that he doesn't? In this course we will examine the chief arguments for and against the existence of God, as well as other topics central to philosophy of religion: the nature of religious language, the relation of faith to reason and the use of religious experience as evidence. Members of the class will develop a working knowledge of the issues by reading and discussing traditional and contemporary authors. Lectures will be used to initiate and focus discussions.					
<b>19569</b>	<b>PHIL</b>	<b>PHIL 0610</b>	<b>PHILOSOPHY AND SCIENCE</b>		Valente,Giovanni
	Meets Reqs: PH	MW	12:00 PM to 12:50 PM	CL 232	3 Credits
What is the relation between philosophy and science? On the one hand, the discoveries by scientists are often inspired by philosophical ideas. On the other hand, scientific achievements often pose deep conceptual questions to philosophers. The connection between these disciplines is thus so tied that it may become difficult to even draw a border between them. This course explores such a connection through the study of important episodes in the history of science. Specific issues of philosophy of science, such as scientific progress, confirmation and the method of science, will be addressed.					
<b>30408</b>	<b>PHIL</b>	<b>PHIL 1020</b>	<b>PLATO</b>		Bonello,Alessandro
		MW	01:00 PM to 02:15 PM	CL 216	3 Credits
<b>23589</b>	<b>PHIL</b>	<b>PHIL 1110</b>	<b>RATIONALISM</b>		
		TTh	02:30 PM to 03:45 PM	CL 335	3 Credits
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.					
<b>30367</b>	<b>PHIL</b>	<b>PHIL 1170</b>	<b>KANT</b>		
		W	09:30 AM to 11:55 AM	TBA	3 Credits
<b>27187</b>	<b>PHIL</b>	<b>PHIL 1310</b>	<b>HISTORY OF ETHICS</b>		Thompson,Michael J
		MW	06:00 PM to 07:15 PM	CL 335	3 Credits
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.					
<b>27315</b>	<b>PHIL</b>	<b>PHIL 2075</b>	<b>TOPICS IN ANCIENT PHILOSOPHY</b>		Gelber,Jessica Louise
		M	02:00 PM to 04:25 PM	CL 1001	3 Credits
Aristotle is well known for his natural teleology--the view that natural phenomena occur 'for the sake of something'. It is a strange view, since it assigns goals to entities that do not form intentions, and purposes to things that no intelligent creator designed. Unsurprisingly, there is a lack of consensus about how to understand nearly every detail of the view. In this seminar, I plan to focus on some of the interpretive controversies that have arisen, including but not limited to the following:What is teleological causation/explanation being contrasted with? (This will involve thinking about the concept of 'necessity' as it seems to have been employed by Aristotle's predecessors, as well as the thorny concept of 'hypothetical necessity'.)Connected with this, what role do luck and chance play in Aristotle's argument for nature being 'among the causes for the sake of something'?How far does teleology extend? Is it limited to individual organisms? Does it apply to the elements? To the whole cosmos?If there is time, I would also like us to think about the possible justifications Aristotle may have had for believing in natural teleology. In particular, I would like to ask how much Aristotelian doctrine (metaphysical and/or epistemological) must be taken on board in order for such justifications to be compelling.I will spend the first two or three weeks giving a rough and very preliminary overview of some basic Aristotelian concepts and distinctions, which concepts and distinctions will need to be refined as we go along. No significant familiarity with Aristotle will be assumed, though some background in ancient philosophy would be useful.This will be a research seminar.					

<b>30364</b>	<b>PHIL</b>	<b>PHIL 2180</b> T	<b>HEGEL</b> 02:00 PM to 04:30 PM	<b>CL 1001</b>	McDowell, John H 3 Credits
<b>27192</b>	<b>PHIL</b>	<b>PHIL 2300</b> T	<b>ETHICS (CORE)</b> 07:00 PM to 09:25 PM	<b>CL 1001</b>	Thompson, Michael J 3 Credits
This course will be a survey of core issues in philosophical ethics, under three headings: MORAL THEORY (act- and rule-utilitarianism, agent-relativity, Kantian constructivism, contractualism and anti-theory), PRACTICAL REASON (internal and external reasons, instrumentalism, rationalism and amorality) and META-ETHICS (realism, anti-realism, and ethical naturalism).					
<b>27317</b>	<b>PHILH</b> Meets Reqs: PH	<b>PHIL 1040</b> MW	<b>ARISTOTLE</b> 12:00 PM to 01:15 PM	<b>CL 1001</b>	Whiting, Jennifer E 3 Credits
Aristotle's cosmology is surely mistaken: the eternal and unchanging movements of heavenly bodies (on which the movements of earthly tides and everything else, from the weather on down, is supposed to depend) are not the results of the heavenly bodies imitating, as far as they can, the eternal and unchanging activity of thought characteristic of a collection of 'unmoved movers', each thinking itself. And Aristotle's ethical and political views -- especially about the capabilities of women and so-called 'natural slaves' -- are also problematic. But does this mean that we, today, can learn nothing from his accounts of other sciences, such as logic and biology (both of which he founded)? Or from his ethical and political views, which are still widely cited by liberals and conservatives alike? No. Come find out why not. This course is a quasi-survey, in which we shall examine the extent to which Aristotle's ethical and political views do and/or do not depend on his allegedly outdated scientific views, and what (if anything) we can still learn from the latter.					
<b>11461</b>	<b>PS</b> Meets Reqs: SS COM	<b>PS 0300</b> TTh	<b>COMPARATIVE POLITICS</b> 03:00 PM to 03:50 PM	<b>CL 332</b>	Alexiadou, Despoina 3 Credits
This course provides students with basic information about a range of political systems outside the United States and teaches them to use that information to examine major theories about politics. The course is also designed to help students understand the government and the politics of the United States in comparative perspective and to develop some understanding of comparative methodology and the logic of comparison as a social science method. Depending on the interests, area of expertise, and inclinations of the particular instructor, some regions and topics might be emphasized more heavily than others.					
<b>26965</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 1501</b>	Peters, B. Guy 3 Credits
This course provides students with basic information about a range of political systems outside the United States and teaches them to use that information to examine major theories about politics. The course is also designed to help students understand the government and the politics of the United States in comparative perspective and to develop some understanding of comparative methodology and the logic of comparison as a social science method. Depending on the interests, area of expertise, and inclinations of the particular instructor, some regions and topics might be emphasized more heavily than others.					
<b>29296</b>	<b>PS</b> Meets Reqs: SS GLO	<b>PS 0500</b> TTh	<b>WORLD POLITICS</b> 11:00 AM to 11:50 AM	<b>CL G24</b>	Gochman, Charles S 3 Credits
This course aims to increase students' knowledge of the history of the modern state system and, in particular, political developments during the past few decades. It introduces students to basic concepts and analytic frameworks that political scientists employ to understand world politics, enhancing students' knowledge of international institutions that play important roles in world politics and exploring current issues in world affairs relating to human welfare and security. Depending on the interests, area of expertise, and inclinations of the particular instructor, some of these may be emphasized more heavily than others.					
<b>11513</b>	<b>PS</b> Meets Reqs: SS GLO	<b>PS 0500</b> TTh	<b>WORLD POLITICS</b> 04:00 PM to 04:50 PM	<b>CL 332</b>	Hays, Jude Collin 3 Credits
This course aims to increase students' knowledge of the history of the modern state system and, in particular, political developments during the past few decades. It introduces students to basic concepts and analytic frameworks that political scientists employ to understand world politics, enhancing students' knowledge of international institutions that play important roles in world politics and exploring current issues in world affairs relating to human welfare and security. Depending on the interests, area of expertise, and inclinations of the particular instructor, some of these may be emphasized more heavily than others.					
<b>17548</b>	<b>PS</b> Meets Reqs: PH	<b>PS 0600</b> TTh	<b>POLITICAL THEORY</b> 04:00 PM to 04:50 PM	<b>LAWRN 120</b>	Mackenzie, Michael Kenneth 3 Credits
This course is designed to introduce students to the idea of normative political theory and to important authors and concepts in the western political theory tradition. Students will learn to understand both historical and contemporary debates surrounding important political concepts such as authority, justice, liberty, and democracy, and to appreciate the differences among normative, empirical, logical, and faith-based political claims. Students will learn to read critically and analytically, to make simple normative arguments, and to explain the specific role of normative arguments in political science and political life. Depending on the interests, area of expertise, and inclinations of the particular instructor, some of these may be emphasized more heavily than others.					
<b>28185</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>	Whitehead, Jeffrey Robert 3 Credits

Please contact the Study Abroad Office for further details.

<b>26977</b>	<b>PS</b>	<b>PS 1311</b>	<b>WESTERN EURP GOVERMNT &amp; POLIT</b>	Alexiadou,Despoina
	Meets Reqs: COM	TTh	09:30 AM to 10:45 AM <b>LAWRN 232</b>	3 Credits
This is a class about political parties and political systems in Western Europe. The class focuses on formal political institutions (Parliamentarism and Presidentialism, levels of Governance, Electoral Systems, Political party systems, Party families, European Political Parties, Elections). The analysis is comparative. In the second half of the class, the discussion will shift to comparative policy outcomes: how different political institutions produce variable policy outcomes. The students are expected to have already taken the introductory class to comparative politics.				
<b>30511</b>	<b>PS</b>	<b>PS 1330</b>	<b>EUROPEAN UNION SEMINAR</b>	Marolda,Gemma
		MW	03:00 PM to 04:15 PM <b>WWPH 4625</b>	3 Credits
Since the end of the Cold War, the European Union (EU) has forged ahead to become a leading global authority in the world. Today, the EU is a major player in international trade negotiations, the world's most generous aid donor, and a widely recognized 'force for good' exporting values and norms in the world. The foreign policy of the European Union is based on a complex framework sustained by the symbiotic relationship between two main components -- the European Union and the member states' foreign policies. Taking a close look into this complex framework, this course centers around four broad themes: evolution and structure of EU foreign policy; economic, security and norm components of EU foreign policy; EU relations 'with the rest of the world'; challenges and issues in EU foreign policy.				
<b>29297</b>	<b>PS</b>	<b>PS 1339</b>	<b>SCI &amp; PBLC POLC IN US &amp; EUROPE</b>	Francis,Katherine
		TTh	04:00 PM to 05:15 PM <b>CL 208A</b>	3 Credits
Public policy influences almost every aspect of our daily lives, from the food we eat, the air we breathe, to the products we buy. In this class, we compare the public policy process in the US and the EU on important and current public policy debates. We examine a range of science-related topics that, depending on the semester, include the following: genetic modified organisms, the use of pesticides in agriculture, food labeling, climate change, etc. This class is open to students from all majors, and may be of particular interest to pre-health students, STEM students, as well as Political Science majors and students completing certificates from the European Union Studies Center.				
<b>29298</b>	<b>PS</b>	<b>PS 1384</b>	<b>TOPICS IN COMPARATIVE POLITICS</b>	Konitzer-Smirnov,Andrew C
		TTh	02:30 PM to 03:45 PM <b>CL 252</b>	3 Credits
This course will examine the relationship between a large and growing Muslim population and the European states in which they reside. We will first look broadly at the contentious issues that comprise the debate between the Muslim minority and the European states, and then look more closely at how specific states are dealing (or not dealing) with these issues. Since the relationship between the state and its Muslim population is seen as interactive, both perspectives will be examined so that a comprehensive understanding of the issues can be achieved.				
<b>30516</b>	<b>PS</b>	<b>PS 1516</b>	<b>TRANSATLANTIC POLICY ANALYSIS</b>	Finkel,Mihriban Muge
		TTh	11:00 AM to 12:15 PM <b>WWPH 4500</b>	3 Credits
A description is not available at this time.				
<b>29300</b>	<b>PS</b>	<b>PS 1542</b>	<b>GLOBAL ENVIRONMENTAL POLITICS</b>	Aklin,Michael
	Meets Reqs: GLO	MW	03:00 PM to 04:15 PM <b>BELLH 314</b>	3 Credits
Our societies face an unprecedented number of environmental challenges. Issues such as climate change, air pollution, and the overuse of natural resources are all threats to our present and future well-being. Looking into the past, humankind has sometimes found a way to tackle these problems, but it has also often failed to do so. Why do we let environmental problems happen? How did we manage to solve some of them? This course seeks to study these questions from a political perspective. We will begin by examining why environmental issues occur in the first place. We will then analyze solutions to these problems, both at the international and domestic levels.				
<b>30295</b>	<b>PS</b>	<b>PS 1543</b>	<b>GLOBALIZATION &amp; INT'L POLITICS</b>	Whitehead,Jeffrey Robert
			12:00 AM to 12:00 AM <b>TBA</b>	3 Credits
Please contact the Study Abroad Office for further details.				
<b>17351</b>	<b>PS</b>	<b>PS 1581</b>	<b>CAPSTONE SEM INT'L RELATIONS</b>	Linden,Ronald H
	Meets Reqs: W	Th	02:30 PM to 05:00 PM <b>WWPH 4430</b>	3 Credits
The aim of this course is to introduce students to the fundamental ways in which the relations of the peoples and states of Europe, and their relations outside of Europe, have changed since the end of the last century. Its methods will be both historical, linking the current situation to that of the region before and after the Cold War, and conceptual, exploring realism, liberal institutionalism and constructivism. Contemporary issues and actors, including nation states and international organizations like the EU will be explored.				
<b>19994</b>	<b>PS</b>	<b>PS 1614</b>	<b>THEORIES OF JUSTICE</b>	Lotz,Andrew Louis
	Meets Reqs: PH	MWF	11:00 AM to 11:50 AM <b>CL 342</b>	3 Credits
This course addresses the key intersection between two important topics in contemporary political theory: Justice and Globalization. The first half of the course will cover the highly influential works of John Rawls as well as reactions from Robert Nozick, and Susan Moller Okin. The second half of the course will weave in the issue of globalization to questions of justice--again using Rawls' work and various respondents as a vehicle for doing so. The course ends with a significant applied project on the intersection of globalization and justice that will challenge students to consider the current state of justice in a particular global case of their choosing.				
<b>29307</b>	<b>PS</b>	<b>PS 1629</b>	<b>TOPICS IN POLITICAL THEORY</b>	Ion,Dora Cristina
		TTh	11:00 AM to 12:15 PM <b>CL 221</b>	3 Credits

What is "community?" Why does it matter? In daily political matters we often invoke our belonging to some type of community, be it the place we live - our neighborhood, our town, our nation, or a community of shared values. In this course, we analyze what political theorists (Aristotle, Kant, Deutsch, Archibugi and others) had to say about community, from "polis" (city), to "security communities" of several nations and the "cosmopolis"-the global community uniting all humanity. We analyze when and why communities prevail over each other, the role of various forces (democracy and liberalism, war and peace, hospitality and hostility, communication and trade) in the evolution of known communities such as the EU and "virtual" peace communities (e.g. of democratic states). We also contrast cosmopolitan and communitarian theoretical perspectives on new challenges, such as refugees and migration.

<b>30294</b>	<b>PS</b>	<b>PS 1675</b>	<b>POLITICS OF HUMAN RIGHTS</b>	Whitehead,Jeffrey Robert 3 Credits
	Meets Reqs: SS COMGLO		12:00 AM to 12:00 AM TBA	
Please contact the Study Abroad Office for further details.				

<b>11745</b>	<b>PSY</b>	<b>PSY 1050</b>	<b>TOPICS IN PSYCHOLOGY</b>	Whitehead,Jeffrey Robert 3 Credits
			12:00 AM to 12:00 AM TBA	
Pitt in London Program				

<b>11282</b>	<b>RELGST</b>	<b>RELGST 0083</b>	<b>MYTHOLOGY IN THE ANCIENT WORLD</b>	Jones,Marilyn Morgan 3 Credits
	Meets Reqs: REG	TTh	02:30 PM to 03:45 PM LAWRN 209	
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.				

<b>19750</b>	<b>RELGST</b>	<b>RELGST 0105</b>	<b>RELIGIONS OF THE WEST</b>	Hughes,Patrick Wallace 3 Credits
	Meets Reqs: HS COM	MW	04:30 PM to 05:45 PM CL 358	
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>16643</b>	<b>RELGST</b>	<b>RELGST 0715</b>	<b>PHILOSOPHY OF RELIGION</b>	Bahler,Brock A 3 Credits
	Meets Reqs: PH	TTh	01:00 PM to 02:15 PM CL 239	
Are there good reasons for thinking that God exists? Are there good reasons for thinking that he doesn't? In this course we will examine the chief arguments for and against the existence of God, as well as other topics central to philosophy of religion: the nature of religious language and attempts at describing God, the problem of evil, and religious experience. Members of the class will develop a working knowledge of the issues by reading and discussing traditional and contemporary authors from a variety of faith traditions. Lectures will be used to initiate and focus discussions.				

<b>10633</b>	<b>RELGST</b>	<b>RELGST 1130</b>	<b>VARIETIES OF EARLY CHRISTNITY</b>	Denova,Rebecca I 3 Credits
	Meets Reqs: HS REG	TTh	02:30 PM to 03:45 PM CL 324	
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>17340</b>	<b>RELGST</b>	<b>RELGST 1135</b>	<b>ORTHODOX CHRISTIANITY</b>	Hayden,Milica Bakic 3 Credits
	Meets Reqs: IFN COM	TTh	02:30 PM to 03:45 PM CL 342	
This course is designed as an overview of the history, teachings and rituals of the Orthodox Church in its multinational context. Geographically, Eastern Orthodox Christianity primarily includes Russia, south-eastern Europe and the coastal areas of the eastern Mediterranean, but there is also a large Orthodox diaspora in the western hemisphere. Understanding Orthodox Christianity -- its specific historical experience (from Byzantine and Ottoman empires to the life under communism, and beyond), its theological doctrines and spiritual practices, its rich artistic, musical and ritual expressions -- has become increasingly relevant in the post-communist era with the emergence of religion as an important aspect of cultural identity and national self-definition. Through lectures, discussions, oral presentations and visits to local Orthodox churches, students will gain an insight into the multifaceted world of Orthodox Christianity.				

<b>29684</b>	<b>RELGST</b>	<b>RELGST 1252</b>	<b>HOLOCAUST HISTORY &amp; MEMORY</b>	Kranson,Rachel L
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Meets Reqs: HS REG TTh 02:30 PM to 03:45 PM WWPB 1700 3 Credits

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.

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<b>27009</b>	<b>RELGST</b> Meets Reqs: HS REG	<b>RELGST 1320</b> TTh	<b>MEDIEVAL HISTORY I</b> 11:00 AM to 12:15 PM	<b>CL 242</b>	Venarde, Bruce Lanier 3 Credits
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Survey course in the social, political, economic, and religious history of Europe from the Diocletian reforms to the year 1000. Special attention to interpreting the primary documents and to integrating various areas of activity (e.g., economic and religious). Focus on France, England, Germany, and Italy.

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<b>29796</b>	<b>RELGST</b> Meets Reqs: HS REG	<b>RELGST 1360</b> TTh	<b>INTRO TO THE RENAISSANCE</b> 04:00 PM to 05:15 PM	<b>BELLH 314</b>	Winerock, Emily Frances 3 Credits
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This course is about western Europe in the period of the Renaissance. Though it is intended to provide a broad introduction to the history of the Renaissance as a whole, it will focus on histories of the two centers of Renaissance high culture in this period, northern Italy and the Burgundian Low Countries. The principal theme of the course is the emergence of the modern western state in the two hundred and fifty years which marked the end of the Middle Ages and the beginning of the Modern era. In addition to studying the political development of the Italian city-states and the northern European dynastic monarchies of the era, we will examine the political thought of the period, culminating in the writings of Niccolo Machiavelli

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<b>29632</b>	<b>RELGST</b> Meets Reqs: PH	<b>RELGST 1760</b> TTh	<b>RELIGION AND RATIONALITY</b> 04:00 PM to 05:15 PM	<b>CL 363</b>	Bahler, Brock A 3 Credits
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This course critically examines how religious and nonreligious thinkers have navigated the relation between faith and reason throughout the history of Western thought. Special attention will be paid to evaluating how the relationship between religion and philosophy within Western religious thought has shaped current debates regarding politics, race, gender, and science.

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<b>29187</b>	<b>RELGSTH</b> Meets Reqs: HS	<b>RELGST 1143</b> TTh	<b>DEATH IN THE NAME OF GOD</b> 11:00 AM to 12:15 PM	<b>CL 213</b>	Denova, Rebecca I 3 Credits
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The Roman Empire understood Christianity to be an illegal and superstitious movement, and a threat to the traditions of their ancestors. Subsequently, many Christians were charged with the crime of "atheism," and put to death, as atheism was equivalent to treason. Who were these people who voluntarily embraced their own deaths as a vindication of their faith, and how did Rome justify their extinction? How were they understood by their pagan and Jewish neighbors? We will explore the cultural, political and religious context of Christian martyrs (beginning in Second Temple Judaism). We will then analyze their stories (martyrologies), imperial transcripts and legislation, and examine the later (Christian) Imperial legislative against "heretics." This background in the ancient concepts of martyrdom will help us explore the evolution of such ideas through the Middle Ages and contemporary society. The latter half of the course will focus on Islamic traditions of martyrdom, the political ramifications of such behavior, and reactions to the public spectacle of dying as the ultimate religious act.

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<b>23914</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	<b>CL000G8</b>	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.

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<b>11196</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	<b>CL 232</b>	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.

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<b>11195</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	<b>CL000G8</b>	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.

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<b>10748</b>	<b>SOC</b> Meets Reqs: GLO	<b>SOC 0005</b> MW	<b>SOCIETIES</b> 09:00 AM to 09:50 AM	<b>FKART 125</b>	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.

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<b>20404</b>	<b>SOC</b>	<b>SOC 0477</b>	<b>MEDICAL SOCIOLOGY</b>	Brophy,Sorcha A
		MWF	03:00 PM to 03:50 PM <b>WWPH 2200</b>	3 Credits

This course will provide an overview of major sociological approaches to health, illness, medicine, and the body. The field of 'medical sociology' is incredibly broad, and it would be difficult to cover all of it in a single semester. To that end, we will focus on a few topics. First, we will discuss the structure of the health care 'system' and shifts in its organization over time. As we consider the health care system, we will also discuss the roles and identities of various health care professions and how they have changed. Secondly, we will focus on some of the sociological dimensions of medical ethics and the law. Last, we will investigate how the medical field informs and shifts our perception of the human body.

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<b>26787</b>	<b>SOC</b>	<b>SOC 1319</b>	<b>IMMIGRATION IN EUROPE</b>	Whitehead,Jeffrey Robert
	Meets Reqs: SS HS REGCOM		12:00 AM to 12:00 AM <b>TBA</b>	3 Credits

A description is not available at this time.

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<b>29178</b>	<b>SOC</b>	<b>SOC 1360</b>	<b>PEACE MOVEMENTS &amp; PEACE EDCTN</b>	Szabo,Veronica
		T	06:00 PM to 08:30 PM <b>WWPH 2200</b>	3 Credits

The study of social movements is both inherently interesting and important for sociology, as it examines the central topic of social change. The twentieth century was the most violent in human history killing tens of millions of people. Many, however, chose to mobilize for peace and non-violent forms of conflict resolution and civil protest. This course will attempt to join the theory and practice of the subject matter.

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<b>17426</b>	<b>SOC</b>	<b>SOC 1445</b>	<b>SOCIETY AND ENVIRONMENT</b>	Paterson,Mark William David
		TTh	09:30 AM to 10:45 AM <b>WWPH 2200</b>	3 Credits

In this module we will investigate the manner in which 'nature' and the 'environment' are constructed, represented, and experienced in a range of social contexts. Although parts of the course are concerned with the more salient examples of headline-grabbing environmentalism -- the campaigns of environmental non-government organisations such as Greenpeace, Friends of the Earth, or the more recent controversies over hydraulic fracturing ('fracking') in the US, China and now Europe -- we will equally be concerned with a host of practices which have given rise to the values, and social and cultural norms, that influence attitudes to the environment. These norms include the painterly and photographic tradition of landscape, but also a varied ensemble of social practices such as those found in zoos and city parks, botanical gardens, and nature-based theme parks such as SeaWorld or Disney's Animal Kingdom. An outstanding feature of this course therefore is the linkup between historical developments in conceiving nature and the environment, and the kinds of rhetorics about nature routinely deployed in environmental campaigns. Lectures and discussions broach general concepts such as the 'natural' and the 'postnatural', but also the particularities of media campaigns that mobilize public awareness and debate. To that end, we consider historical traditions of thinking about the environment from William Wordsworth and Henry David Thoreau, examine the rise of the environmental movement in the public consciousness crystalized by Rachel Carson's book Silent Spring in 1962, and look to recent co-opting of the media around 'greenwashing' and, more locally, the fraught environmental politics of fracking.

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<b>23532</b>	<b>SOC</b>	<b>SOC 1450</b>	<b>HEALTH AND ILLNESS</b>	Slammon,Robert Michael
		Th	06:00 PM to 08:30 PM <b>WWPH 2200</b>	3 Credits

The objective of this upper-level course is to foster a critical perspective on the topic of 'medicalization.' This term refers to the process by which medical definitions and practices are applied to behaviors, psychological states, somatic experiences, bodily processes, and other phenomena not previously under the jurisdiction of medicine. We will investigate the complex social, cultural, institutional and historical factors that contributed to medicalization (and demedicalization) in the past and the present-day conditions that fuel medicalization today. We will consider a broad range of examples: poverty, childhood deviance, alcoholism, homosexuality, childbirth, sexual pleasure, aging, diet, exercise, lifestyle, contested illnesses, deafness, shyness, inattention, unattractiveness, underperformance, and others. Along with these empirical examples, we will critically examine many of the claims and presuppositions behind various theories of medicalization, in particular, its connection with social control. The subject matter of the course will allow us to investigate a number of related issues and topics in medicine: medicine's place in modern societies, its growth as a profession in the nineteenth and twentieth centuries, the present-day corporatization of medicine, the growing influence of the pharmaceutical industry, the rise of the patient-consumer, the role of health movements and patient groups in medicine, the impact of new technologies in medicine, and so on.

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<b>11145</b>	<b>THEA</b>	<b>THEA 0810</b>	<b>INTRODUCTION TO DRAMATIC ART</b>	
	Meets Reqs: LIT	TTh	02:30 PM to 03:45 PM <b>BELLH 314</b>	3 Credits

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

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<b>11278</b>	<b>THEA</b>	<b>THEA 0810</b>	<b>INTRODUCTION TO DRAMATIC ART</b>	
	Meets Reqs: LIT	MWF	02:00 PM to 02:50 PM <b>BELLH 314</b>	3 Credits

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

<b>28760</b>	<b>THEA</b> Meets Req: LIT MA HS COM	<b>THEA 1342</b> MWF	<b>WORLD THEATRE: 1640 TO 1890</b> 10:00 AM to 10:50 AM CL 144	Granshaw,Michelle K 3 Credits
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This course is the second in a world theatre history sequence designed to explore the development of dramatic forms and theatre practices from the 5th century B.C.E. to the present. In World Theatre: 1640 to 1890 we will discuss the history of theatre arts--which includes looking at drama, design, performance traditions and audiences--from the comedies of Restoration England to emerging realism of Buchner, Zola and Ibsen. Framed by questions of documentary interpretation and historical causation, the course will analyze the larger contexts of theatrical events, including social and political history, as well as the development of non-theatrical art forms. In addition, we will discuss some contemporary scholarship examining these theatrical events.

<b>28761</b>	<b>THEA</b>	<b>THEA 2206</b> MWF	<b>WORLD THEATRE: 1640 TO 1890</b> 10:00 AM to 10:50 AM CL 144	Granshaw,Michelle K 3 Credits
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This course is the second in a world theatre history sequence designed to explore the development of dramatic forms and theatre practices from the 5th century B.C.E. to the present. In World Theatre: 1640 to 1890 we will discuss the history of theatre arts--which includes looking at drama, design, performance traditions and audiences--from the comedies of Restoration England to emerging realism of Buchner, Zola and Ibsen. Framed by questions of documentary interpretation and historical causation, the course will analyze the larger contexts of theatrical events, including social and political history, as well as the development of non-theatrical art forms. In addition, we will discuss some contemporary scholarship examining these theatrical events.

<b>29587</b>	<b>URBNST</b>	<b>URBNST 1612</b> TTh	<b>SOCIAL JUSTICE AND THE CITY</b> 11:00 AM to 12:15 PM LAWRN 207	Glass,Michael Roy Carson,Carolyn J 3 Credits
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Social justice and economic justice are popular buzz-words that are closely tied to urban environments: but what do they really mean, and how can we understand them? URBNST 1612 uses critical social geography to interrogate both historical and contemporary social justice movements that claim to protect human rights, fair housing, or to expand definitions of public space and citizenship. Taken together these agendas form a powerful prescription for social action -- one often emerging in urban settings. Using a combination of lectures, Concept Mapping exercises, and case studies, we will examine the historical and theoretical context for social justice in the city and then evaluate different geographies of social change. By the end of the course students will be able to use a critical perspective to understand how the rhetoric of social justice is changing the urban geographies of specific cities worldwide.

<b>11281</b>	<b>URBNST</b> Meets Req: IFN COM	<b>URBNST 1700</b> TTh	<b>INTERNATIONAL URBANISM SEMINAR</b> 02:30 PM to 03:45 PM WWPH 3500	Carson,Carolyn J 3 Credits
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It is undeniable that the world has become integrated through the globalization of social, political, cultural and economic activity. Cities worldwide have been markedly affected by globalization, but in turn have played a role in the process. Using modernist ideology as a framework, this course will compare the economic, social, political, historical and cultural differences between different cities over time and space. Students will each choose one world city to study in depth.

<b>27746</b>	<b>CBA-DEAN</b>	<b>BUSECN 1508</b>	<b>INT'L ECON FOR MANAGR</b> 12:00 AM to 12:00 AM TBA	Schultz,Bryan Paul Whitehead,Jeffrey Robert 3 Credits
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This course introduces the broad field of International Economics, with emphasis on developing framework for effective management in today's global economy. Key issues and problems are explored in areas of international trade, international investment & international payments, from perspective of manager of enterprises in operating in a cross-boarder,international environment. The approach will be verbal, graphical and non-technical and will draw from actual data sets and late-breaking news items from such business-oriented publications as financial times economist, Wall Street Journal and New York Times.

<b>27747</b>	<b>CBA-DEAN</b>	<b>BUSECN 1508</b>	<b>INT'L ECON FOR MANAGR</b> 12:00 AM to 12:00 AM TBA	Schultz,Bryan Paul Whitehead,Jeffrey Robert 3 Credits
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This course introduces the broad field of International Economics, with emphasis on developing framework for effective management in today's global economy. Key issues and problems are explored in areas of international trade, international investment & international payments, from perspective of manager of enterprises in operating in a cross-boarder,international environment. The approach will be verbal, graphical and non-technical and will draw from actual data sets and late-breaking news items from such business-oriented publications as financial times economist, Wall Street Journal and New York Times.

<b>28191</b>	<b>CBA-DEAN</b>	<b>BUSECN 1508</b>	<b>INT'L ECON FOR MANAGR</b> 12:00 AM to 12:00 AM TBA	Schultz,Bryan Paul Whitehead,Jeffrey Robert 3 Credits
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This course introduces the broad field of International Economics, with emphasis on developing framework for effective management in today's global economy. Key issues and problems are explored in areas of international trade, international investment & international payments, from perspective of manager of enterprises in operating in a cross-boarder,international environment. The approach will be verbal, graphical and non-technical and will draw from actual data sets and late-breaking news items from such business-oriented publications as financial times economist, Wall Street Journal and New York Times.

<b>12581</b>	<b>CBA-DEAN</b>	<b>BUSECN 1508</b> MW	<b>INT'L ECON FOR MANAGR</b> 09:30 AM to 10:45 AM	<b>MERVS 209</b>	Olson,Josephine E 3 Credits
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This course introduces the broad field of International Economics, with emphasis on developing framework for effective management in today's global economy. Key issues and problems are explored in areas of international trade, international investment & international payments, from perspective of manager of enterprises in operating in a cross-boarder,international environment. The approach will be verbal, graphical and non-technical and will draw from actual data sets and late-breaking news items from such business-oriented publications as financial times economist, Wall Street Journal and New York Times.

<b>25758</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b>	<b>INTERNATIONAL MARKETING</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Whitehead,Jeffrey Robert Schultz,Bryan Paul 3 Credits
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Examines the unique characteristics of global marketing and the strategic marketing decisions for effective competition in the global environment in view of the rapid integration of the global economy.

<b>27859</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b>	<b>INTERNATIONAL MARKETING</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Schultz,Bryan Paul Whitehead,Jeffrey Robert 3 Credits
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Examines the unique characteristics of global marketing and the strategic marketing decisions for effective competition in the global environment in view of the rapid integration of the global economy.

<b>12508</b>	<b>CBA-DEAN</b>	<b>BUSMKT 1461</b> Th	<b>INTERNATIONAL MARKETING</b> 06:30 PM to 09:00 PM	<b>CL 363</b>	Wang, Yun-Oh 3 Credits
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Examines the unique characteristics of global marketing and the strategic marketing decisions for effective competition in the global environment in view of the rapid integration of the global economy.

<b>25596</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Schultz,Bryan Paul Whitehead,Jeffrey Robert 3 Credits
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Provides an introduction to organizational behavior in a global context. Emphasis is on applying core organizational behavior concepts such as leadership, motivation, and group processes, as well as more contemporary topics such as cultural diversity and expatriation to workers in Europe, Asia, and the Americas. Develops an understanding of culture and cross-cultural differences and an awareness of the key skills needed to interact effectively in cross-cultural settings.

<b>27857</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Schultz,Bryan Paul Whitehead,Jeffrey Robert 3 Credits
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Provides an introduction to organizational behavior in a global context. Emphasis is on applying core organizational behavior concepts such as leadership, motivation, and group processes, as well as more contemporary topics such as cultural diversity and expatriation to workers in Europe, Asia, and the Americas. Develops an understanding of culture and cross-cultural differences and an awareness of the key skills needed to interact effectively in cross-cultural settings.

<b>27749</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b>	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 12:00 AM to 12:00 AM	<b>TBA</b>	Schultz,Bryan Paul Whitehead,Jeffrey Robert 3 Credits
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Provides an introduction to organizational behavior in a global context. Emphasis is on applying core organizational behavior concepts such as leadership, motivation, and group processes, as well as more contemporary topics such as cultural diversity and expatriation to workers in Europe, Asia, and the Americas. Develops an understanding of culture and cross-cultural differences and an awareness of the key skills needed to interact effectively in cross-cultural settings.

<b>12503</b>	<b>CBA-DEAN</b>	<b>BUSORG 1655</b> TTh	<b>INT'L DIMENSNS ORGNZTNL BEHAV</b> 02:00 PM to 03:15 PM	<b>MERVS</b> <b>118D</b>	Harper,Paul T 3 Credits
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Provides an introduction to organizational behavior in a global context. Emphasis is on applying core organizational behavior concepts such as leadership, motivation, and group processes, as well as more contemporary topics such as cultural diversity and expatriation to workers in Europe, Asia, and the Americas. Develops an understanding of culture and cross-cultural differences and an awareness of the key skills needed to interact effectively in cross-cultural settings.

<b>12645</b>	<b>ADMJ</b>	<b>ADMJ 1245</b>	<b>TERRORISM</b>		Claus,Lawrence N
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W 06:00 PM to 08:30 PM WWPH 1500 3 Credits

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>12634</b>	<b>ADMJ</b>	<b>ADMJ 1245</b>	<b>TERRORISM</b>	Alkhattar,Aref Mahmoud 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.				
<b>20917</b>	<b>PIA</b>	<b>PIA 2021</b>	<b>GLOBAL GOVERNANCE</b>	Condra,Luke N 3 Credits
		W	09:00 AM to 11:55 AM WWPH 3911	
<b>28755</b>	<b>PIA</b>	<b>PIA 2096</b>	<b>CAPSTONE SEMINAR:</b>	Morrison,Kevin M 3 Credits
		F	09:00 AM to 11:50 AM WWPH 3911	
<b>28753</b>	<b>PIA</b>	<b>PIA 2096</b>	<b>CAPSTONE SEMINAR:</b>	Seybolt,Taylor B 3 Credits
		M	03:00 PM to 05:50 PM WWPH 3610	
<b>13790</b>	<b>PIA</b>	<b>PIA 2303</b>	<b>SECURITY &amp; INTELLGNC STUDIES</b>	Grauer,Ryan Daniel 3 Credits
		Th	06:00 PM to 09:00 PM WWPH 3911	
<b>20068</b>	<b>PIA</b>	<b>PIA 2305</b>	<b>FOREIGN POLICY AND DIPLOMACY</b>	Skinner,Charles B 3 Credits
		Th	09:00 AM to 11:55 AM WWPH 3431	
<b>13782</b>	<b>PIA</b>	<b>PIA 2363</b>	<b>INTERNATIONAL HISTORY</b>	Skinner,Charles B 3 Credits
		T	09:00 AM to 11:55 AM WWPH 3431	
<b>21000</b>	<b>PIA</b>	<b>PIA 2363</b>	<b>INTERNATIONAL HISTORY</b>	Skinner,Charles B 3 Credits
		T	03:00 PM to 05:55 PM WWPH 3431	
<b>20834</b>	<b>PIA</b>	<b>PIA 2365</b>	<b>TRANSNATIONAL CRIME</b>	Williams,Philip 3 Credits
		W	03:00 PM to 05:55 PM WWPH 3431	
<b>13788</b>	<b>PIA</b>	<b>PIA 2366</b>	<b>INTERNATIONAL ORGANIZATIONS</b>	Rizzi,Michael T 3 Credits
		Th	06:00 PM to 09:00 PM WWPH 3431	
<b>27273</b>	<b>PIA</b>	<b>PIA 2383</b>	<b>POLITICS OF THE EUROPEAN UNION</b>	Menz,Georg K 3 Credits
		F	01:30 PM to 04:30 PM WWPH 4801	
<b>23698</b>	<b>PIA</b>	<b>PIA 2388</b>	<b>INTERNATIONAL LAW AND POLICY</b>	Nelson,Lisa S 3 Credits
		Th	12:00 PM to 02:55 PM WWPH 3200	
<b>20861</b>	<b>KGSB-BADM</b>	<b>BECN 2019</b>	<b>ECONOMICS FOR INTERNATNL BUS</b>	Olson,Josephine E 3 Credits
		MW	09:30 AM to 10:45 AM MERVS 209	
<b>28157</b>	<b>LAW</b>	<b>LAW 2225</b>	<b>INTERNATIONAL BUSINSS TRANSACTION</b>	Brand,Ronald A Liberatore,Beth Terese Horensky,Jaime M 3 Credits
		MW	09:00 AM to 10:15 AM LAW 113	
<b>30583</b>	<b>LAW</b>	<b>LAW 2226</b>	<b>INTERNATIONAL LAW</b>	Liberatore,Beth Terese Horensky,Jaime M Sirleaf,Matiangai V S 3 Credits
		MW	12:30 PM to 01:45 PM LAW 109	

<b>13937</b>	<b>LAW</b>	<b>LAW 2471</b>	<b>FRENCH FOR LAWYERS 2</b>		Desandre Navarre,Cecile Claude Liberatore,Beth Terese Horensky,Jaime M 2 Credits
		W	06:30 PM to 08:20 PM	<b>LAW G18</b>	

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<b>13942</b>	<b>LAW</b>	<b>LAW 2476</b>	<b>SPANISH FOR LAWYERS 2</b>		Bozzo,Eduardo H. Liberatore,Beth Terese Horensky,Jaime M 2 Credits
		W	06:30 PM to 08:20 PM	<b>LAW G12</b>	

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