NEW CONCENTRATIONS AS OF 8/2017

COURSE LIST
Fall 2018 (2191)

Global Studies Center
University Center for International Studies
University of Pittsburgh
4100 Wesley W. Posvar Hall
Phone: 412-648-5085

Email: global@pitt.edu
Web: www.ucis.pitt.edu/global
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Global Concentration Courses

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REQUIREMENTS

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

Students choose from one of five Global Concentrations (Ecology and Sustainability; Politics and Economy; Cultural Dynamics; Peace, Conflict and Security; Health and Well-Being), and study a world language. Students entering the program of as 8/2017 should use this booklet to select courses.

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

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

GRADUATE CERTIFICATE REQUIREMENTS (Varies per school)
- Six courses in one global concentration
- Three of the six courses must be taken in at least two departments other than the student’s major (interdisciplinary requirement). If student is enrolled in a professional school, at least one course must be taken outside the school, and two outside of their department. Students are required to have a minimum of 3 credits over the required number of credits for their degree program. This may include language courses.
- Language proficiency: three years college-level language proficiency or student can obtain proficiency at 2nd college year of a commonly taught language and one year less commonly taught language.
- Capstone Research Paper uniting global concentration with transnational analysis, written as part of a course and approved by a Global Studies advisor
- Grades of B or higher
- Submission of Global Studies Capstone Paper
COURSE SCHEDULE FALL 2018 (2191)  
This course schedule pertains to Core Course and Global Concentration course requirements using the 5 new concentrations introduced in August 2017. Courses are offered by many departments and schools across the University of Pittsburgh, which may update course information as needed. This course list is valid as of March 22, 2018. To verify the most current information for courses of interest to you, consult Peoplesoft.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>ACADEMIC ORG</th>
<th>COURSE</th>
<th>TITLE</th>
<th>ACADEMIC GRP</th>
<th>CREDITS</th>
<th>INSTRUCTOR</th>
<th>LOCATION</th>
<th>SESSION</th>
<th>DAY, START TIME - END TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>HIST</td>
<td></td>
<td>BPHIL/IAS GSC Capstone course. Students should contact Elaine Linn</td>
<td>ARTSC</td>
<td>3 Credits</td>
<td>TBA</td>
<td>TBA</td>
<td>W</td>
<td>1:00:00 PM to 3:25:00 PM</td>
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<tr>
<td>ARTSC</td>
<td>23575</td>
<td>PS</td>
<td>550</td>
<td>INTRODUCTION TO GLOBAL STUDIES</td>
<td>WS</td>
<td>3 Credits</td>
<td>Rouse,Roger</td>
<td>TBA</td>
<td>MW</td>
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<tr>
<td>ARTSC</td>
<td>29734</td>
<td>PS</td>
<td>1903</td>
<td>Global Health: Health and Well Being, 1 credit Mini Course, November 2 - 4, 2018</td>
<td>WS</td>
<td>1 Credit</td>
<td>TBA</td>
<td>TBA</td>
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A description is not available at this time.
# GLOBAL CONCENTRATION COURSES

## 1. Ecology and Sustainability

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>11351</td>
<td>3</td>
<td>CULTURAL RESOURCE MANAGEMENT</td>
<td>Zinn, Timothy G</td>
<td>M, 6:00:00 PM to 8:30:00 PM</td>
<td>WWP 3300</td>
<td></td>
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</tbody>
</table>

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

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<th>Time</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>26087</td>
<td>3</td>
<td>UNDERGRADUATE SEMINAR: CLIMATE AND CULTURE</td>
<td>Barton, Loukas William</td>
<td>MW, 4:30:00 PM to 5:45:00 PM</td>
<td>WWP 3300</td>
<td></td>
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</tbody>
</table>

Undergraduate Seminar. This course is about the interactions between humans and the environment. Observations of contemporary environmental change, and projections about how change in the future might affect human society, globally and locally, feature prominently in political discourse, social and environmental movements, contemporary literature and popular culture. In large part, these projections for the future have been informed by patterns of change in the past. In this course we will evaluate these patterns of change in the environment, and in human history, and interrogate the correlations and interactions between them. Is human culture (technology, society, language, or identity) determined by the environment? How has environmental change affected biological and cultural evolution? To what extent did human groups modify their environments in the past? How have these modifications promoted or complicated the survival and persistence of individuals, groups, organizations, behaviors and traditions? Our goal with this exploration will be a better understanding of the scale and scope of these interactions, the feedbacks between them, and the promise and perils of using the archives of climate and culture to generate predictions about the future.

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<tr>
<td>29728</td>
<td>3</td>
<td>UNDERGRADUATE SEMINAR: Health and Body in Pittsburgh</td>
<td>Wanderer, Emily Mannix</td>
<td>TTh, 11:00:00 AM to 12:15:00 PM</td>
<td>WWP 3300</td>
<td></td>
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</table>

Undergraduate Seminar. This course examines the relationship between environment and health, with a special focus on the city of Pittsburgh and the surrounding environs as a case study. We will use medical anthropology to systematically investigate the effect of the environment on health and the interplay of natural and human systems. Drawing on research in political ecology, this class will consider the social, political, and economic systems that shaped Pittsburgh and its inhabitants. We will pay particular attention to the way changing industrial and environmental conditions changed incidence of disease, and how exposure to risk and disease are shaped by race, gender, and class. We will examine issues like the history of air pollution, considering the impact of the 1948 Donora Smog, an environmental disaster which killed 18 people and reshaped understandings of the dangers of pollution. We will consider the history of resource extraction such as coal mining and oil and gas drilling and their impacts on the environment and health. The course will examine how knowledge about health is produced and the development of new forms of citizen science that enlist local residents in projects to monitor issues like air quality.

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<tbody>
<tr>
<td>29730</td>
<td>3</td>
<td>HUMAN ECOLOGY</td>
<td>Strathern, Andrew J</td>
<td>TTh, 4:00:00 PM to 5:15:00 PM</td>
<td>WWP 3301</td>
<td></td>
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</tbody>
</table>

Undergraduate Seminar. This course focuses on a number of vital and significant historical and contemporary issues that can be illustrated by incorporating a human ecology focus into a cultural anthropology perspective. Ecology is concerned with the place of human habitats in the wider life-world and how humans create and adapt to the landscapes they live in. Today, as in the past, these landscapes and the biosphere in which they belong, are threatened by environmental disasters, climate change, and ideologies of development that strain the overall capacities of the world to sustain an adaptive coexistence. The course incorporates the new subfield of ‘disaster anthropology’. It also includes a focus on the anthropology of the body and the intersection of cultural and biological factors that constitutes human lifeways. Ethnographic cases from around the world are drawn on with especial reference to Europe and the Asia-Pacific region. A further theme has to do with the effects of conflict and the displacement of people, causing a global problem of migrants, refugees, and asylum seekers.

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</thead>
<tbody>
<tr>
<td>10706</td>
<td>3</td>
<td>ECOLOGY</td>
<td>Carson, Walter Page</td>
<td>TTh, 11:00:00 AM to 12:15:00 PM</td>
<td>LANGY A221</td>
<td></td>
</tr>
</tbody>
</table>

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

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<th>Location</th>
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</thead>
<tbody>
<tr>
<td>19166</td>
<td>3</td>
<td>ECOLOGY</td>
<td>Roberts, Laurel B</td>
<td>TTh, 8:00:00 AM to 9:15:00 AM</td>
<td>LANGY A221</td>
<td></td>
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The objective of the course is to provide a broad introduction to the study of ecology at the undergraduate level, through the presentation of lectures dealing with organismal, population, community, and ecosystem levels of hierarchical organization. The contributions of laboratory and field investigations to the development of ecological knowledge will be considered. Lecture material will be supplemented with required readings from an assigned textbook.

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</tr>
</thead>
<tbody>
<tr>
<td>26891</td>
<td>2</td>
<td>SEMINAR IN ECOLOGY</td>
<td>Barr, Cathleen M Ashman, Tia-Lynn</td>
<td>TBA, 12:00:00 AM to 12:00:00 AM</td>
<td>TBATBA</td>
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</tbody>
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Students will participate in the critical review of the current literature relating to a topic in ecology. Specific topic is to be selected later.
Welcome to this writing-intensive course on Property Rights, Environment, and Social Justice. This syllabus conveys important information about the course: what you will be studying, how the classroom will operate, what the expected learning outcomes are, and how your performance in the class will be assessed. Please read this syllabus carefully, and refer to it throughout the course. Many of the questions you will have about the course are answered in this document.

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This course will examine the atmospheric and oceanic interactions that determine the nature of the global climate system. Specifically, the course will explore the origin, evolution, and structure of the earth’s oceans and atmosphere, the earth’s energy balance, atmospheric circulation patterns, and surface and deep ocean currents. The course will also consider records of past climate, evidence for recent warming, climate change projections, and climate change policy.

Enthusiasm goes a long way in the nonprofit environmental world, but volunteers and professionals alike increasingly need more and more skills in order to make a lasting impact. It can be overwhelming even to those who already know what to expect. This course covers the “inner workings” of environmental organizations. We'll go beyond the slogans, junk mail, and big events to study what's beyond the nonprofit world, what it takes to succeed, and why advocacy is so important...and so difficult! Speakers from the environmental community will share their experiences and perspectives each week, and a wide range of readings and assignments are designed to have students take a deep look and to experience some of this world, too.

Sustainability is a term that has many meanings, depending on who's using it, and we will cover most of them in this class, from green campuses to green-washing. The class features guest speakers from the academic, governmental, nonprofit and business sectors to offer as many perspectives as possible on sustainability topics. The real focus of the class, though, is the development of sustainability projects on campus and in the Pittsburgh community. Students also participate in sustainability-related events and field trips with the opportunity to present their work to a larger audience at the end of the semester.

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

This course will provide students with an introduction to the principles of ecosystem ecology and associated applications to environmental change. Broad course themes include descriptions of the physical environment, community ecology, ecosystem ecology, ecological biogeography, and human ecology.

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This course is an introductory survey of world history starting from the human global migration out of Africa and up to the current global age. The course presents developments that impacted on humanity as a whole, such as climate changes, environmental issues, and plagues; patterns of development recurrent in different places of the world, including the emergence of agriculture, cities, and states; processes that brought different societies in contact, for example trade, migration, conquest, and cultural diffusion; and emphasizes the processes through which the entire world became interconnected resulting in a globalized world as we know it today.

This course is an introductory survey of world history, by which is meant an overview of major processes and interactions in the development of human society since the development of agriculture some 10,000 years ago. It is a selective overview, emphasizing large-scale patterns and connections in political, social, cultural, technological, and environmental history, yet it also provides balance among regions of the world. It encourages students to apply historical techniques to issues of their own interest.
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The aim of this course is to introduce students to the broad spectrum of histories and theories of global civilization. This includes examining processes of expansion and interconnections in social, economic, political, and cultural life across various societies. In this respect, today's globalization is approached as a process with deep roots in the comparative history of civilizations, and not simply as a contemporary phenomenon. Parallels to contemporary processes of globalization can be seen in the spread of trade routes, world religions, common languages, habits, manners, fashions, lifestyles, ideas and ideologies. These have foundations in migrations, conquests, ancient world systems, discoveries, travels, and economic networks less profound in the past than in the present.

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Most Americans now live in urban areas -- cities and their suburbs. Around the world, more and more of the population are living in cities. Residents of big cities increasingly have more in common with the residents of cities halfway around the globe than with their rural countrysides just a few miles away. As human civilization becomes primarily an urban civilization we need to understand cities as distinct social entities. In this class we will study the development of the city from small mercantile enclaves to the modern sprawl of activity. We will look at urban polities, social ills, environmental issues, and debates surrounding this topic. While migration encompasses intra-urban movement, this class will focus on border crossing between nation states. As a writing-intensive course, students will be required to write and revise analytical papers; become versed in contemporary events within and outside of the US context; and conduct a fieldsite visit exploring past or present immigration issues in Pittsburgh. The course will cover the social construction of borders, identities, and citizenship; differences in the categories distinguishing migrants from one another; the factors fueling migration and the consequences of cross-border movement; labor exploitation; women's issues; impacts on health; institutional responses and contexts of reception; generational and cultural issues; the criminalization of migrants and refugees; and how immigrant groups mobilize to contest their oppression. Grades will be based on attendance, evidence of reading and participation, and writing assignments and revision.

This course aims to introduce students to several currents of thought within environmental sociology. We will address our lifestyles of disposability that are depleting our natural resources, jeopardizing our ecological sustainability, and cultural diversity. This necessarily will have us employ the resource curse theory and in comparative perspective will examine its impact on oil-rich countries' national economies.

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On May 23, 2007, for the first time in human history, more of the world's population became urban than rural. This course explores two related aspects of global urbanization: changing patterns of urban growth and urbanization, and similarities and differences in the nature of urban processes at the regional level. This course begins by exploring the causes of urbanization, factors driving urban growth, impacts of globalization, and regional variations in urbanization levels at a variety of scales including the global north and global south. In contrast, the second part of the course focuses on the economic, social, demographic, and cultural processes that shape urban processes, urban places, and urban life in the United Kingdom.

12465  CBA-DEAN  BUSENV 1765  LEADERSHIP SOCIAL ENVIRONMENT  Lada,Catherine Gomez-O'Toole,Ingrid  TTh, 9:30:00 AM to 10:45:00 AM  MERV 115
A description is not available at this time.

17355  CBA-DEAN  BUSHRM 1670  GLOBAL WORKFORCE MGT & CHANGE  Florkowski,Gary W  TTh, 12:30:00 PM to 1:45:00 PM  MERV 209
A description is not available at this time.

12443  CBA-DEAN  BUSORG 1655  INT'L DIMENSIONS ORGNZTNL BEHAVIOR  Jones,Raymond E  MW, 12:30:00 PM to 1:45:00 PM  SENSQ 2400
A description is not available at this time.

23803  CBA-DEAN  BUSSCM 1730  MANAGING GLOBAL SUPPLY CHAINS  Aflaki,Arian  TTh, 11:00:00 AM to 12:15:00 PM  SENSQ 2300
A description is not available at this time.

26697  CBA-DEAN  BUSSCM 1730  MANAGING GLOBAL SUPPLY CHAINS  Aflaki,Arian  TTh, 12:30:00 PM to 1:45:00 PM  SENSQ 2300
A description is not available at this time.

29262  CBA-DEAN  BUSSCM 1730  MANAGING GLOBAL SUPPLY CHAINS  TBA  TTh, 9:30:00 AM to 10:45:00 AM  SENSQ 2300
A description is not available at this time.

23857  CBA-DEAN  BUSSCM 1740  PURCHASING & SUPPLY MANAGEMENT  McMorrow,Paul A  MW, 9:30:00 AM to 10:45:00 AM  SENSQ 2200
A description is not available at this time.

26696  CBA-DEAN  BUSSCM 1740  PURCHASING & SUPPLY MANAGEMENT  McMorrow,Paul A  MW, 8:00:00 AM to 9:15:00 AM  SENSQ 2200
A description is not available at this time.

13258  CBA-DEAN  BUSSPP 20  MANAGING IN COMPLEX ENVIRONMENTS  Lada,Catherine  T, 6:30:00 PM to 9:00:00 PM  SENSQ 2400
Introduces students to the challenge of managing in complex contemporary environments. The course is team-taught, reflective of the breadth of issues that underlies the business curriculum. A team-based and experientially focused emphasis is designed to promote student awareness of real-world business developments and develop practical skills as well as fundamental knowledge and abilities. The intellectual core of the course will emphasize a holistic and strategic inquiry of the driving forces of competitive markets, the importance of history, the complexity of resource allocation under uncertainty, and the need to develop firm-specific capabilities that are flexible and responsive to changing situations. Attention will also be paid to the construction of criteria for firm success that reflect the complex interactions of ethical, societal, legal, and economic demands. Considerable time will be devoted to the study and analysis of companies.

12403  CBA-DEAN  BUSSPP 20  MANAGING IN COMPLEX ENVIRONMENTS  Lada,Catherine  TTh, 5:00:00 PM to 6:15:00 PM  SENSQ 2400
Introduces students to the challenge of managing in complex contemporary environments. The course is team-taught, reflective of the breadth of issues that underlies the business curriculum. A team-based and experientially focused emphasis is designed to promote student awareness of real-world business developments and develop practical skills as well as fundamental knowledge and abilities. The intellectual core of the course will emphasize a holistic and strategic inquiry of the driving forces of competitive markets, the importance of history, the complexity of resource allocation under uncertainty, and the need to develop firm-specific capabilities that are flexible and responsive to changing situations. Attention will also be paid to the construction of criteria for firm success that reflect the complex interactions of ethical, societal, legal, and economic demands. Considerable time will be devoted to the study and analysis of companies.

26798  CBA-DEAN  BUSSPP 20  MANAGING IN COMPLEX ENVIRONMENTS  Lada,Catherine  TTh, 3:30:00 PM to 4:45:00 PM  SENSQ 2200
Introduces students to the challenge of managing in complex contemporary environments. The course is team-taught, reflective of the breadth of issues that underlies the business curriculum. A team-based and experientially focused emphasis is designed to promote student awareness of real-world business developments and develop practical skills as well as fundamental knowledge and abilities. The intellectual core of the course will emphasize a holistic and strategic inquiry of the driving forces of competitive markets, the importance of history, the complexity of resource allocation under uncertainty, and the need to develop firm-specific capabilities that are flexible and responsive to changing situations. Attention will also be paid to the construction of criteria for firm success that reflect the complex interactions of ethical, societal, legal, and economic demands. Considerable time will be devoted to the study and analysis of companies.

13057  C-ENV  CEE 1503  INTRO TO ENVIRONMENTAL ENGINEERING  Baume,Carla Aparecida  TTh, 1:00:00 PM to 2:15:00 PM  BENDM G29
Fundamentals of environmental science and engineering as applied to water and wastewater treatment. Introduces air quality control, and solid and hazardous waste management.

25852  C-ENV  CEE 2513  ENVIRONMENTAL IMPACT ASSESSMENT  Casson,Leonard W  TTh, 4:00:00 PM to 5:15:00 PM  BENDM 226
Technical and procedural aspects of environmental impact analysis and assessment with emphasis on regulatory framework, characterization of impacts and their remediation, and the decision process when applied to engineering systems.
# Global Studies Course List Fall 2018 (2191)

## W NEW CONCENTRATIONS

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Program</th>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
<th>Days/Time</th>
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A description is not available at this time.
2. Politics and Economy

29783  AFRCA  AFRCA 1039  HISTORY OF CARIBBEAN SLAVERY  TTh, 11:00:00 AM to 12:15:00 PM
ARTSC  3 Credits  Reid,Michele B  WWP 4165

The Atlantic slave trade transported over 4 million Africans to the Caribbean -- 8 times the number that arrived in the United States. How did Africans and their descendants persevere under the colonial slave system? This course explores conceptual and comparative issues of enslavement in the Caribbean, particularly among Cuba, Haiti, and Jamaica. Case study examples address colonialism, the Middle Passage, the system of enslavement, freedom with slavery, maroon communities, resistance, rebellion, and emancipation. Students will analyze personal accounts by men and women of African descent from the 17th through the 19th centuries, as well as articles and films, to gain a deeper understanding of the complex role of enslavement in the Caribbean's historical and cultural development across the region.[General education requirements:International/Foreign Culture and Non-Western Culture]

29784  AFRCA  AFRCA 1425  CARIBBEAN IDENTITIES  TTh, 1:00:00 PM to 2:15:00 PM
ARTSC  3 Credits  Reid,Michele B  CL 119

Caribbean legacies of slavery and colonialism, independence struggles, and international relations have produced unique colonial, national and transnational identities. This upper-level writing intensive undergraduate seminar explores the changes in the development of Caribbean identity over time from the eighteenth century to the present and in comparative national and transnational perspectives. Students will examine politics, social relations, and culture -- particularly through the intersections of race/ethnicity, music, cuisine, literature, religion, sports, and social media.

27833  ANTH  ANTH 1703  THE HISTORY OF GOD  MW, 3:00:00 PM to 4:15:00 PM
ARTSC  3 Credits  Gordon,Benjamin Davis  LAWRN 120

God has a history. In the earliest days of that history, god was worshipped as one of a plethora of deities controlling various spheres of cosmic activity or the human world. Students in this course will learn about this ancient pantheon--how gods functioned in society and how their presence was experienced by those devoted to them. They will then trace the evolution of the god of Israel from a mountaintop deity of the southern levant in the late second millennium BCE to a supreme deity worshipped by a small group of absolute monarchs based in Jerusalem in the mid-first millennium BCE. Students will become more sophisticated readers of biblical texts in the process. The sources of the Hebrew bible reflect not a homogeneous monotheism, but rather a diverse set of belief systems tending toward henotheism or even polytheism. By appropriating and reinterpreting the religious myths of their neighbors, the Israelites arrived at a character of the divine that has proven problematic to many contemporary theologians, particularly on issues of LGBT rights, women's rights, and the environment.

26089  ANTH  ANTH 1750  UNDERGRADUATE SEMINAR: POLITICS IN PREHISTORY  MW, 3:00:00 PM to 4:15:00 PM
ARTSC  3 Credits  Araksh,Elizabeth N  WWP 3301

Undergraduate Seminar/writing-intensive. How did power and politics work deep in the human past? How did we come to inhabit a world that is fundamentally shaped by huge imbalances of power? This course covers several ways that anthropological archaeologists have thought about and investigated power, inequality, and political competition in past human societies. Central themes include evolutionary political models; the genesis of unequal power relationships and the emergence of early complex societies; political negotiations between rulers and subjects, and between different noble factions; and the roles of ideology, legitimacy, wealth, and coercion. We will also consider the relationship of archaeological discussions to the Western tradition of political thought, and the contemporary politics of archaeology. Course readings include a variety of ethnoarchaeological and archaeological case studies as well as programmatic writing in archaeology.

29737  ANTH  ANTH 2750  CONTEMP ANTHROPOLOGICAL THEORY  W, 12:00:00 PM to 2:30:00 PM
ARTSC  3 Credits  Lukacs,Gabriella  WWP 3300

In this course, we will review current theoretical debates and examine how they are used in contemporary anthropology. The theoretical currents we will discuss include political economy and its feminist critics, theories of affect, theories of neoliberalism and neoliberal governmentality, biopower, biopolitics, actor/network theory, and new materialism. The ethnographies selected for the course will represent intersections among anthropology, science and technology studies, gender and sexuality studies, and critical race studies. By discussing contemporary ethnographies, we will consider what makes an anthropological approach to understanding contemporary conditions different from the approaches other disciplines in the social sciences and humanities embrace. Anthropologists increasingly integrate ethnographic fieldwork with analyses of textual sources, while scholars in other disciplines increasingly incorporate ethnographic fieldwork in their methodological repertoires. In the context in which both theory and methodology serve as conduits for disciplinary cross-fertilization, we will consider what remains unique about anthropological and what it is that anthropology can offer to other disciplines. Along with introducing students to contemporary theories commonly used in the social sciences and humanities, the course is also designed to help students think about what makes a dissertation project theoretically and methodologically innovative.Prerequisites: This course is for 2nd or 3rd year Anthropology graduate students and others interested.

29724  ANTH  ANTH 0  SPECIAL TOPICS IN CULTRLRL ANTH: Global Pharmaceuticals
ARTSC  3 Credits  Wander,Emily Mannix  WWP 0301

This course examines pharmaceuticals as cultural and social phenomena, following their development, production, marketing, and use around the globe. We will investigate a number of issues, including the growing number of drugs prescribed to Americans each year, the lack of access to medicines, the increasingly global nature of clinical trials, and the role of pharmaceutical companies in the opioid crisis. We will use the study of drugs and medicines to analyze the production of medical knowledge, changing perceptions of health and illness, and the role of the state and the market in the development and distribution of therapeutics. Pharmaceuticals bring together science, clinical practice, marketing, and consumerism, and this course will draw on anthropological research to trace the role they play in global flows of knowledge, capital, commodities, and people.

24036  CGS  PS 500  WORLD POLITICS  Sa. 9:30:00 AM to 12:30:00 PM
ARTSC  3 Credits  TBA  CL 306

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.
### International Trade, and Labor Economics

Applications. Students who complete this course will be prepared for more advanced economics courses including Game Theory, Public Finance, Industrial Organization, and government role in the economy, among others. The focus of the course is on how economic theories and analysis explain why some nations are poor while others are rich, and the role played by governments and institutions in shaping these economies.

#### 11785  
**ECON 530**  
ARTSC 3 Credits  
INTRO TO DEVELOPMENT ECONOMICS  
TBA  
TTh, 1:00:00 PM to 2:15:00 PM  
LAWRN 104

This course concerns low and middle income economies, with over 80% of the world’s population, who live in Latin America, Africa, and Asia. Topics covered include: population growth, employment, agriculture, industry, health, education, income distribution, capital accumulation, migration, and government role in the economy, among others. The focus of the course is on how economic theories and analysis explain why some nations are poor while others are rich, and the role played by governments and institutions in shaping these economies.

#### 26624  
**ECON 530**  
ARTSC 3 Credits  
INTRO TO DEVELOPMENT ECONOMICS  
TBA  
TTh, 2:30:00 PM to 3:45:00 PM  
LAWRN 209

This course concerns low and middle income economies, with over 80% of the world’s population, who live in Latin America, Africa, and Asia. Topics covered include: population growth, employment, agriculture, industry, health, education, income distribution, capital accumulation, migration, and government role in the economy, among others. The focus of the course is on how economic theories and analysis explain why some nations are poor while others are rich, and the role played by governments and institutions in shaping these economies.

#### 10078  
**ECON 1100**  
ARTSC 3 Credits  
INTERMEDIATE MICROECONOMICS  
Shaver, Kevin G  
TTh, 9:30:00 AM to 10:45:00 AM  
LAWRN 205

Microeconomics is the study of how small economic units, such as individual consumers and firms, engage in trade and set prices through their interaction in a world characterized by scarcity. We will examine models of consumer and firm behavior that allow for a rich analysis of the markets and the effects of government policy. This course will help students expand and refine their understanding of the theoretical tools utilized by microeconomists and introduce an introduction to game theory and its applications. Students who complete this course will be prepared for more advanced economics courses including Game Theory, Public Finance, Industrial Organization, International Trade, and Labor Economics.

#### 11418  
**ECON 1100**  
ARTSC 3 Credits  
INTERMEDIATE MICROECONOMICS  
Van Weelden, Richard Mark  
TTh, 1:00:00 PM to 2:15:00 PM  
LAWRN 207

Microeconomics is the study of how small economic units, such as individual consumers and firms, engage in trade and set prices through their interaction in a world characterized by scarcity. We will examine models of consumer and firm behavior that allow for a rich analysis of the markets and the effects of government policy. This course will help students expand and refine their understanding of the theoretical tools utilized by microeconomists and provide an introduction to game theory and its applications. Students who complete this course will be prepared for more advanced economics courses including Game Theory, Public Finance, Industrial Organization, International Trade, and Labor Economics.

#### 18874  
**ECON 1100**  
ARTSC 3 Credits  
INTERMEDIATE MICROECONOMICS  
Van Weelden, Richard Mark  
TTh, 2:30:00 PM to 3:45:00 PM  
LAWRN 207

Microeconomics is the study of how small economic units, such as individual consumers and firms, engage in trade and set prices through their interaction in a world characterized by scarcity. We will examine models of consumer and firm behavior that allow for a rich analysis of the markets and the effects of government policy. This course will help students expand and refine their understanding of the theoretical tools utilized by microeconomists and provide an introduction to game theory and its applications. Students who complete this course will be prepared for more advanced economics courses including Game Theory, Public Finance, Industrial Organization, International Trade, and Labor Economics.
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Why are some countries exceedingly rich while others are exceedingly poor? Why are there fluctuations in aggregate economic activity? What are the effects of fiscal policies on interest rates and GDP growth? What are the effects of monetary policy on inflation and unemployment? What are the origins and consequences of financial crisis? Macroeconomics, as a field, seeks to provide answers to these and related questions using analytical models and data. It deals with the behavior of large collections of consumers and firms, their interactions through labor, goods, and asset markets, and with the role of governments and institutions in such markets. The goal of this course is to provide students with an understanding of the basic macroeconomic concepts and tools. Specifically, by the end of the course, students will: Have a good understanding of the main macroeconomic aggregates (GDP, investment, consumption, imports, exports, etc.) and of how they are interrelated. Be able to think critically about the causes of economies' long-run economic performance. Be able to analyze the determinants and implications of short-run fluctuations in the level of economic activity. Be able to visualize and analyze macroeconomic data. Have a good understanding of the challenges and current issues faced by policymakers in the area of monetary and fiscal policy. Comment critically on global economic events and trends.

The main goal of this course is to understand credit markets and monetary policy. Why are credit markets organized in a particular way? What forces shape financial contracts and the behavior of asset markets? Why do we need financial regulation? What is the role of central banks? How do they conduct monetary policy? How does monetary policy affect financial markets and the real economy? More specifically, we will study how monetary policy influences interest rates and asset markets, such as the bond market and the stock market. We will analyze the effect of asymmetric information in corporate finance, and on the design of financial contracts. We will then turn to the role of financial intermediaries, such as banks, in the economy and study the economic rationale behind domestic and international banking regulation. Finally, we will discuss monetary policy. We will first review evidence and theory on how monetary policy affects real economic activity and financial markets. We will then study the instruments and goals of monetary policy, focusing in particular on credibility and expectations management for central banks, the connection with fiscal policy and international cooperation in monetary policy.
Environmental Economics covers wide ranging topics from air pollution and global climate change to forestry on the land and fisheries in the ocean. We will conduct a careful study of the analysis of environmental policies; covering topics including valuing environmental quality, cost-benefit analysis, the design of regulation and the management of natural resources.

The aim of this course is to acquaint students with topics in modern macroeconomics. Topics to be covered include: labor supply and demand, tax policy, minimum wage laws, compensating wage differentials, education and training, inequality, race and sex discrimination, unemployment, and wage inequality.

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

The objective of this class is twofold. First, you will learn about the main mechanisms affecting income inequality, such as discrimination, wages, technological change and inter-generational transmission of wealth. Second, we will cover most of the econometric methods used in the literature to study the causes of income inequality and how they could be possibly affected by policy. These empirical tools are helpful for you if you want to conduct your own empirical research on this and on other topics. We will start by mentioning the historical evolution of income and wealth and then we will focus on the main mechanism affecting inequality in the United States.

Welcome to this writing-intensive course on Property Rights, Environment, and Social Justice. This syllabus conveys important information about the course: what you will be studying, how the classroom will operate, what the expected learning outcomes are, and how your performance in the class will be assessed. Please read this syllabus carefully, and refer to it throughout the course. Many of the questions you will have about the course are answered in this document.

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A majority of the world's population lives in developing countries, on less than $2 a day. This course will use microeconomic tools to gain a better understanding of the lives of the world's poor and of the challenges faced in the process of economic development. This course will explore topics such as health, education, and gender, as well as investigate the functioning of labor markets, credit markets and government institutions. This course will also cover empirical methods to evaluate the effectiveness of policy interventions, using applications from developing countries around the world.

The purpose of Econ 1720 is to provide a formal exposition of modern macroeconomics. We will start building up from what you learned in Intermediate Micro and Macro and expand it; the analysis will be done in a rigorous way. Lectures will cover various topics: the Solow growth model, competitive equilibrium, welfare theorems, the one-sector neoclassical growth model, the Real Business Cycle model, and the New Keynesian business cycle model. The course will also have an emphasis on analyzing real-world data.

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### ECON 2110 ADVANCED MACROECONOMIC THEORY 1
- **Credits:** 3
- **Instructor:** Hur, Sewon
- **Time:** TTh, 11:00:00 AM to 12:15:00 PM
- **Location:** WWH 4716

The course provides an introduction to a broad range of topics in modern macroeconomic theory. Dynamic programming tools are introduced to facilitate the analysis of dynamic equilibrium models. The goal of the course is to render modern macroeconomic literature accessible to students, and to provide a broad overview of this literature. This goal is pursued through lectures and extensive problem-solving exercises.

### ECON 2530 ECONOMIC DEVELOPMENT
- **Credits:** 3
- **Instructor:** Shandassani, Yogita
- **Time:** MW, 9:00:00 AM to 10:15:00 AM
- **Location:** WWH 4940

A comprehensive survey of the major analytical literature of development economics. Covers approaches to and theories of development; dualistic models of the development process; the impact of the international economy; and development planning. Both major theoretical literature and empirical findings in each area are covered. Primary focus will be on the analytical techniques and literature, though some time will be spent on discussion of researchable topics in the area.

### ECON 2713 TOPICS IN MACROECONOMICS
- **Credits:** 3
- **Instructor:** Hur, Sewon, Hanley, Douglas B
- **Time:** TTh, 12:30:00 PM to 1:45:00 PM
- **Location:** WWH 4716

The gap between rich and poor countries has increased dramatically in the postwar period. Between 1960 and 2000, per capita income in the poorest countries has remained stagnant, while per capita income for the 5 or 10 richest countries has been multiplied by a factor of around 3. For instance, per capita income in the United States was around 70 times higher than in Tanzania in 2000. Understanding the sources of such wide cross-country income inequality is an essential task in modern economics. This class explores frontier research on economic growth and development. Topics include: technology adoption, human capital, fertility, disease, legal institutions, urbanization, trade and growth, agricultural development, sectoral productivity, financial development, and provision of infrastructure. By the end of the class, students are expected to submit a research project in one of these topics.

### ENGLISH 1485 FILM AND POLITICS
- **Credits:** 3
- **Instructor:** Patterson, Alison L
- **Time:** W, 6:00:00 PM to 9:00:00 PM
- **Location:** CL 244B

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

### FR-ITAL ARTSC 27 THE FRENCH ATLANTIC
- **Credits:** 3
- **Instructor:** Kosinski, Renate Elisabeth
- **Time:** TTh, 9:30:00 AM to 10:45:00 AM
- **Location:** CL 363

This course is a study of the history of French colonization of the 'New World' of the Americas from the sixteenth to mid-twentieth centuries, just after the second World War. By adopting an 'Atlantic' approach, we will examine Europe, Africa and the Americas as interconnected regions. The course explores several themes: Voyages et Rencontres; les Français en Amérique du Nord; la Traite des Noirs; les Lumières et le Nouveau Monde; et Révolution à Saint-Domingue. Although each theme treats a different region and highlights a different time period, our approach will allow us to follow the writings of explorers, philosophers, administrators, generals, merchants, and former slaves around the Atlantic, from the coasts of France and West Africa, to the eastern United States, and south to the Caribbean and South American mainland.

The course will be conducted in French.

### GEOG-PL ARTSC 1445 GIS, GPS, AND COMPUTER METHODS
- **Credits:** 3
- **Instructor:** Harbert, William P
- **Time:** MW, 4:30:00 PM to 5:45:00 PM
- **Location:** LAWRN 121

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

### GEOG-PL ARTSC 2449 GIS, GPS, AND COMPUTER METHODS
- **Credits:** 3
- **Instructor:** Harbert, William P
- **Time:** MW, 4:30:00 PM to 5:45:00 PM
- **Location:** LAWRN 121

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

### HAA 105 ART AND EMPIRE
- **Credits:** 3
- **Instructor:** Eppihimer, Melissa Ann
- **Time:** TTh, 9:30:00 AM to 10:45:00 AM
- **Location:** FKART 202

This course is an introductory survey of the art and architecture of historic imperial powers. Rather than viewing the phenomenon of empire as it is reconstructed from texts, this survey will examine the comparative cultural profiles of these empires as they are known from visual evidence. The course will examine the imagery, artifacts, monument types and architectural sites that were made to advertise the success and promote the continuity of the realm. Both major theoretical literature and empirical findings in each area are covered. Primary focus will be on the analytical techniques and literature, though some time will be spent on discussion of researchable topics in the area.

### HAA 160 ANCIENT EMPIRES
- **Credits:** 3
- **Instructor:** Weis, H Anne
- **Time:** T, 6:00:00 PM to 8:30:00 PM
- **Location:** FKART 204

Successful empires are seldom planned; they evolve. They typically have charismatic founders, able successors, and well-organized systems of administration. They satisfy core constituencies by ensuring supplies of staples or, for elites, luxuries and status symbols. They ward off potential unrest by various means, from moving populations to the cooption of local elites, who control capital and production. The course looks at the phenomenon of the (ancient) empire from various points of view--the biographies of selected 'founder figures' and the mechanisms created to ensure the survival of selected regimes, with less emphasis placed on bureaucratic structures and detail and more on the creation and maintenance of an ideology appropriate to the regime. A sense of tradition, for example, is essential to empire but only if combined with a sense of 'modernity'--the projection of an ability to mobilize the latest in science and technology to preserve the benefits of empire for those who profit from it. Empires are, in this sense, 'history-conscious'--they compare themselves with earlier empires and seek to surpass them. Empires examined include: Middle Bronze Age Akkad, late Bronze Age Egypt, Early Iron Age Assyria and Persia, Classical Athens, Macedon, and early Imperial Rome. This is not a writing course per se, but it attempts, through feedback on a series of short, focused essays, to be written in class and/or out of class, and a Research Paper, to work with students' ability to pose problems, work toward a solution, and articulate that process in writing.
Spain underwent a series of radical transformations in the period from about 1200-1700 CE. The peninsula was first the center of Muslim empire that controlled much of the Mediterranean. This gave way to a Catholic empire that then expanded across the Atlantic Ocean to encompass most of the New World. This succession of ambitious kingdoms gave rise to some of the most unique artistic expressions at the time. This class will examine the art produced in Spain and Spanish realms in this period. Because of the unique interrelated history of Spain, its art tends to sit uncomfortably with the art produced elsewhere in Europe and its empires. This course will recuperate some of the fascinating strangeness of Spanish images by focusing on the frictions created by the enhanced flow of peoples and the cultures with which they came into contact during the early modern period. As Iberian powers expanded into Latin American and south Asia, European cultures increasingly came into tension with indigenous cultures and forms of image production. Rather than leading to ‘imperfect’ or ‘deformed’ art, though, this friction led to the creation of novel images that show how cultural hybridity was both a coping mechanism and a productive artistic strategy. This course will examine works produced by some major artists in Spain. However, we will also look at how the concept of ‘the artist’ evolved in Spain during the period in question. This we be supplemented by looking at how local modes of artistic production developed in the New World came into tension with Spanish ideas about art and aesthetics during the period of colonization. These cultures often lacked a strong notion of ‘the artist,’ and we will consider how differing modes of creation helped produce a hybrid style of art the forces a reconsideration of how we define colonial European art within a global context.

### Course Descriptions

#### 23524 HISPANIC ARTSC SPAN 1250 HISPANIC CIVILIZATIONS

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

#### 29639 HIST ARTSC HIST 700 WORLD HISTORY

This course is an introductory survey of world history starting from the human global migration out of Africa and up to the current global age. The course presents developments that impacted on humanity as a whole, such as climate changes, environmental issues, and plagues; patterns of development recurrent in different places of the world, including the emergence of agriculture, cities, and states; processes that brought different societies in contact, for example trade, migration, conquest, and cultural diffusion; and emphasizes the processes through which the entire world became interconnected resulting in a globalized world as we know it today.

### Credits

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### Schedule

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<tr>
<td>23524</td>
<td>MWF</td>
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<td>29639</td>
<td>TTh</td>
<td>12:00:00 PM to 12:50:00 PM</td>
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<td>4:00:00 PM to 5:15:00 PM</td>
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<tr>
<td>29647</td>
<td>MW</td>
<td>3:00:00 PM to 4:15:00 PM</td>
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This course will acquaint students with the remarkably large, diverse, and widespread use of strategies of terror to advance political, economic, religious, and social agendas. Our analysis will focus upon terror from below; that is terror by nonstate actors; will range from ancient Greece to the present; and will touch upon every inhabited continent. Using examples from many societies, we will discover that the human motivations for terrorist acts have changed little, but that their expression has changed greatly, from the days of the Spartacus slave revolt, to the calculated terror of the Algerian revolution, to the media-centered "madman strategy" of al-Qaeda and ISIS. Our organization will be roughly chronological, and will be combined with a typology of different kinds of terrorism. This inherently comparative approach will enable us to make this a true world history course, moving with ease from place to place, movement to movement, while still having a solid temporal and analytical framework to keep the material coherent.

**ARTSC HIST 3 Credits A GLOBAL HISTORY OF TERRORISM Hagerty, Bernard George MW, 10:00:00 AM to 10:50:00 AM CRAWF 169**

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

**ARTSC HIST 3 Credits EMPIRES OF THE STEPPE Pickett, James R TTh, 9:30:00 AM to 10:45:00 AM LAWRN 106**

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

**ARTSC HIST 3 Credits INTRO TO ISLAMIC CIVILIZATION Jouili, Jeanette Selma Lotte TTh, 9:30:00 AM to 10:45:00 AM LAWRN 107**

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

**ARTSC HIST 3 Credits CAPSTONE SEMINAR: US Latin American Relations Gobat, Michel Charles T, 3:30:00 PM to 5:55:00 PM WWhP 3701**

In this seminar students will develop the critical skills of reading and writing history through a close examination of one fundamental theme in the history of U.S.-Latin American relations: the impact of U.S. intervention in the Caribbean and Central America during the early twentieth century. In the first half of the course, we will explore how historians have analyzed diverse forms of U.S. intervention and nationalist challenges to U.S. imperial rule. This focus will allow us to gain a deeper understanding of the different ways of writing history. In the second half of the course, you will work on a research paper that examines a specific aspect of a U.S. occupation. Rather than simply analyzing the works of other scholars, you will work primarily with historical documents such as U.S. State Department records. Class assignments are designed to guide you through the process of researching and writing the paper. You will learn how to define topics and questions; find, select, and analyze primary sources; decide between contradictory pieces of evidence; create clear and well-substantiated arguments; and shape a coherent narrative out of the many possibilities. No Spanish-language skills are required for this course.

**ARTSC HIST 3 Credits TWO CENTURIES DEMOCRATIZATION Markoff, John TTh, 4:00:00 PM to 5:15:00 PM VICTO 229**

Today democracy is in trouble in many countries. A generation ago, many people thought democracy was triumphing all over the world. Now things look a lot less certain. How can we understand the problems of the current moment, not just in the US but on every continent? Over the past several centuries people refashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. Social movements played major roles in these big developments. This happened in several big waves involving many places at the same time. The latest such wave began in western Europe in the mid-1970’s, picked up steam in South America in the 1980’s, included the overthrow of Communist regimes in Eastern Europe at the end of that decade, and embraced Asian and African countries as well. After past democratic waves, powerful antidemocratic forces emerged and pushed back, only to be pushed back in turn by renewed democratic advances. We will look closely at these large struggles of democratic and antidemocratic forces to give us new perspectives on the processes, prospects and perils of the current moment.

**ARTSC HIST 3 Credits NATIONALISM TBA TTh, 1:00:00 PM to 2:15:00 PM OEH 300**

This course examines the history of nationalism, the making of ethnicity, and the nation-state. The course provides an overview of theoretical approaches, applicable both to historical and to more recent nationalist challenges in Europe. We will place particular emphasis on changing national and regional identities in Europe, comparing the development of nationalism in Western European countries such as France or Germany with Eastern European developments in the Russian and Habsburg Empires and its successor states. The course examines the wave of ethnic nationalism in Eastern Europe after the dissolution of Yugoslavia and the Soviet Union. Finally, we will explore new trends of populist nationalism and the rise of right-wing nationalist extremism in the wake of the refugee crisis and Brexit. ‘Pre-knowledge in European history is advantageous but not required. This class can be taken by students of all levels, including First-Year students.’

**ARTSC HIST 3 Credits THE GLOBAL HISTORY OF PIRACY Warsh, Molly Annis MW, 11:00:00 AM to 11:50:00 AM LAWRN 107**

This course is an exploration of the global history of piracy. Using primary historical documents (written by and about pirates) as well as the accounts of modern historians, we will discuss a range of topics such as the role of piracy in the building of empires, the struggles of merchants and their allies to eradicate piracy through bloody campaigns of capital punishment, and the meanings of the pirate as represented in popular culture through the ages.
This course is a survey of US-Latin American relations from 1800 to the present. It has several goals. The first is to understand the long-term trajectory of relations and interactions between the two regions. Second, we will try to identify the impacts of those relations on the peoples and countries involved. How have actions by the United States affected Latin Americans? In turn, how has the United States’ relationship with Latin America affected politics, economy, society, and culture in our own country? Finally, as we try to chart that long-term trajectory, we will listen to voices both from the United States and from Latin America, and try to reconstruct the dialogues that have (or should have) taken place over time between the two regions.

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<tr>
<th>Course Code</th>
<th>Subject</th>
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<td>HIST 1585</td>
<td>3</td>
<td>US-LATIN AMERICAN RELATIONS</td>
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<td>27530</td>
<td>HIST 1610</td>
<td>3</td>
<td>UNITED STATES COLONIAL</td>
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<td>24992</td>
<td>HIST 1653</td>
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<td>COLD WAR AMERICA IN THE WORLD</td>
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<td>27537</td>
<td>HIST 1707</td>
<td>TBA</td>
<td>GENDER IN GLOBAL HISTORY</td>
<td>TTh</td>
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<td>29675</td>
<td>HIST 2025</td>
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<td>29676</td>
<td>HIST 2130</td>
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<td>6:00:00 PM to 8:25:00 PM</td>
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This course provides training for teaching world history surveys. Students will engage with the content of an existing world history survey and learn about available resources for the teaching of world history. Simultaneously, an ongoing dialogue between the existing survey, the analysis of the teaching resources, and the student’s own ideas will result in the formulation of new world history surveys by each student based on their evolving understanding of the field, strengths, and preferences. History and education students are warmly welcome to join this workshop.

Starting from the classic formulation of historian Joan Scott ‘gender [as] a useful category of historical analysis’ this seminar will look at topics in 19th and 20th century history through the lens of gender, and explore the intersection of sexuality with politics. The class will read and discuss recent works that focus on gender, sexuality, and masculinity in the modern world. Students will be encouraged to apply these concepts to their own research agendas. They will write short reviews of books & articles and a 15-page research or readings paper.
This course explores the history and present of health and healing in sub-Saharan Africa from the era of the trans-Atlantic slave trade to the present day. We will consider disease, illness, and treatment from diverse perspectives, including the international organizations and state institutions promoting improvements in global public health, the African states and communities coping with illness and health interventions, and the individuals whose personal histories and experiences shed light on the day-to-day impact of the interest of so many different stakeholders. Taking a continent-wide approach to broad trends that have impacted health, we will also examine specific cases in their regional and national contexts. Ranging from pre-colonial healing traditions to livestock epidemics in the late 19th century to the battles against polio and Ebola in the early 21st century, we will pursue several lines of inquiry, including: within what different social, political, economic, and cultural contexts can health interventions be understood? How have historical processes shaped the historical causes of health disparities between different regions of the globe, and within different populations in Africa? How and when did health in Africa become a global issue? We will also consider how and why emerging diseases were understood as ‘new’ or ‘old,’ placing international attention in the context of local experience in Africa. We will engage with the goals of public health, particularly ideas about eradication, vaccination, and prevention as they lead us to think about how people, environments, and causes of illness are perceived, understood, and defined, both in Africa and the wider world. We will also explore the continuing challenges posed by chronic diseases and non-infectious sources of illness.

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<th>Course Title</th>
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<td>29674</td>
<td>HISTH 1725: DISEASE &amp; HEALTH IN MOD AFRICA</td>
<td>Weibel, Mart Kathryn</td>
<td>3</td>
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<td>25743</td>
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<td>25758</td>
<td>PHIL 302: SOCIAL PHILOSOPHY</td>
<td>McKinney, Rachel Ann</td>
<td>3</td>
<td>MW, 9:00:00 AM to 9:50:00 AM</td>
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<td>25758</td>
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<td>25759</td>
<td>PHIL 322: SOCIAL PHILOSOPHY/WRIT PRAC</td>
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<td>25759</td>
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<td>11551</td>
<td>PS 300: COMPARATIVE POLITICS</td>
<td>Igaz, Huseyin, Palier, Laura B</td>
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<td>29707</td>
<td>PS 1327: POLITICS OF REVOLUTION</td>
<td>Rukhadze, Vasili</td>
<td>3</td>
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This course aims to increase students' knowledge of the history of the modern state system and, in particular, political developments during the past few decades. It introduces students to basic concepts and analytic frameworks that political scientists employ to understand world politics, enhancing students' knowledge of international institutions that play important roles in world politics and exploring current issues in world affairs relating to human welfare and security. Depending on the interests, area of expertise, and inclinations of the particular instructor, some of these may be emphasized more heavily than others.
In the late eighteenth century, the word Ademocrat began to be widely used to refer to those who sought to create new ways for human societies to govern themselves that would break with the divinely-sanctioned monarchies and the entrenched social hierarchies under which most people lived. In several great multicontinental waves of change, people refashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. The latest such wave began in western Europe in the mid-1970s, picked up steam in South America in the 1980s, included the overthrow of Communist regimes in Eastern Europe at the end of that decade, and continues with movements for democratization in Africa in the 1990s. In this course, we want to understand: 1) why it was in particular historical moments that such waves of social transformation took place; 2) the role of particular social movements in democratization; 3) the ways in which the meaning of democracy has been debated since the breakthrough of the late eighteenth century; 4) the role of established elites in democratization, both as reformers and as resisters; and 5) the ways in which democratizing processes in some countries have powerfully affected political processes elsewhere. After a study of the democratizing moments of the past, we will look at the processes, prospects and perils of the present and future.}

The aim of this course is to explore the nature of the phenomenon known as 'foreign policy,' which refers mainly to the orientation and actions of nation states toward their external environment. In recent years that environment has changed dramatically, posing new challenges for states large and small alike. This course will focus primarily on the world's major powers but will intersperse a discussion of these states' foreign policies with consideration of how the nature of their power, as well as the milieu within which they act, has changed. At the same time, we will also look at the way in which foreign policy can be studied in an attempt to expand our ability to deal analytically with this form of international behavior.

Eastern Europe has now seen more than fifteen years of dramatic changes encompassing a movement away from one-party dictatorship and state-run economies to democratic politics and market economies. These changes have affected and been affected by developments in Europe, including Russia, Euro-Atlantic relations and international relations more broadly. The aim of this course is to explore the background and dynamics of the remarkable changes in "the other Europe." The course will move quickly over the history of the region generally referred to as "East Europe" and will focus primarily on contemporary developments. A particular focus of the course is the impact on the region of developments elsewhere, especially in the politics and policies of outside powers, and the ripple effect of changes in the region on European and world politics. (International Relations Field)

Nature endowed some countries with abundant oil resources. As modern history proved, that may not always be such exciting news as it sounds at first. This course studies various countries in the Middle East, Latin America, Europe, Asia, and Africa with largest oil resources. It examines how oil resources impacted the formation of their respective domestic political systems and how politics of oil influenced and still influence general dynamics of international relations. Furthermore, the course will delve deep into the resource curse theory and in comparative perspective will examine its impact on oil-rich countries' national economies.

This course traces the theoretical development of feminist political thought and considers how feminist theory applies to the real political world. It will proceed in four parts: the history of feminist thought; theorizing intersecting identities with attention to sex and gender, race, sexuality, and nationality; feminist organizing; and feminist analyses of the state with a focus on citizenship, political representation, and debates about rights. The course will conclude with a policy project in which students use analytical lenses from the course to critique and suggest improvements to a governmental or institutional policy or program that plays a role in gender inequality.
Global Studies Course List Fall 2018 (2191)  
W NEW CONCENTRATIONS

28933  PS  PS 1702  ANALYSIS OF POLITICAL VARIABLES  TTh, 1:00:00 PM to 2:15:00 PM  Colaresi, Michael Penn  CL 208B

ARTSC  3 Credits

‘Big data’, ‘analytics’, ‘data science’, ‘computational science’; these are all words used to describe sets of tools that help sift and summarize massive volumes of information that are particularly important for understanding social relations today. This class is meant to be a gentle introduction to the opportunities and challenges with both collecting and exploring digitally available political and social information such as text, geo-locations and social media connections. We begin by going back to basics, exploring the reasons and ways we use and misuse data. We then turn our focus to flexible computational tools for data collection and visualization and how they can provide unique help in answering important questions such as what causes war and violence, who represses human rights, and what parties are likely to win elections. By the end of the class, students will be exposed to coding and computer languages that are often used in data analytics in industry, government and academia, including bash, Python and R.

23816  PS  PS 2301  THEORY & CONCEPTS COMP POLITICS  T, 12:00:00 PM to 2:00:00 PM  Peters, B. Guy  WWPH 4430

ARTSC  3 Credits

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

26374  PS  PS 2351  GENDER & DEVELOPMENT  T, 9:00:00 AM to 11:50:00 AM  Finkel, Mihriban Muge  WWPH 3610

ARTSC  3 Credits

A description is not available at this time.

25195  PS  PS 2379  ECONOMICS OF DEVELOPMENT  T, 9:00:00 AM to 11:50:00 AM  Rabindran, Shanti  WWPH 3800

ARTSC  3 Credits

A description is not available at this time.

10933  PS  PS 2501  THEORY OF INTRNATNAL RELATION  Th, 9:30:00 AM to 11:50:00 AM  Gochman, Charles S  WWPH 4430

ARTSC  3 Credits

This course introduces students to the major theories of international relations (IR). The course will provide students with an understanding of the history of IR, focusing on the often intense theoretical and methodological debates that have shaped the field. It will also provide students with a critical understanding of key concepts in international relations— including anarchy, power, cooperation and information—and how different understandings of these concepts animate different theoretical perspectives. Students will be challenged to think about how to construct and evaluate theories, as well as methodological questions about the search for causal explanation in international relations. Readings will be drawn from the “classic” works of international relations theory, as well as from more recent research that proposes critiques and refinements of these theories.

29780  PS  PS 2503  TOPICS IN INT'L DEVELOPMENT  Th, 12:00:00 PM to 1:50:00 PM  Panayides, Daniela Donno  WWPH 4430

ARTSC  3 Credits

29869  RELGST  RELGST 455  INTRO TO ISLAMIC CIVILIZATION  TTh, 9:30:00 AM to 10:45:00 AM  Jouili, Jeanette Selma Lotte  LAWRN 107

ARTSC  3 Credits

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

29610  RELGST  RELGST 1455  ISLAM IN EUROPE  TTh, 1:00:00 PM to 2:15:00 PM  Jouili, Jeanette Selma Lotte  LANGY A214

ARTSC  3 Credits

A description is not available at this time.

30405  SLAVIC  RUSS 2474  NEOLIBRSLM CULTURAL PRODUCTION  W, 2:00:00 PM to 4:55:00 PM  Condee, Nancy  WWPH 5203

ARTSC  3 Credits

We will examine this contested term as it circulates in debates about cultural practice since the late 1970s. Course segments are likely to include contrastive models of the concept; their ascribed affinities to Marxist and Weberian traditions; distinctive concepts ('shock doctrine,' ‘thought collective,' Comaroff's 'occult'); key historical figures and institutions (Kojève, Polanyi, Schumpeter, Hayek, Mont Pelerin); and the term's contradictory symptoms under different ideological systems, such as post-socialist modernity. The intent is to move beyond two tendencies in current debates: 1.) the deployment of the term exclusively as moral judgment; and 2.) its explanatory capacity for All the Things. Core texts will include Morowski, Harvey, and Klein, as well as critiques of Harvey (Abercrombie, Hindess). The course will ask participants to bring their fields of expertise (both regional and disciplinary) to these debates, situating their own departmental investments in relation not only to textual content, but also to production, distribution, and exhibition. While cinema (e.g., Jia Zhangke, Ken Loach, Aleksei Balabanov) may be a core cultural emphasis, the course welcomes contributions from the fields of art history, literature, music, as well as sociology, history, and anthropology.
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, Media 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.

This course offers an introduction to society and culture in international perspective. We will explore how people organize their social life in different societies, by comparing social behavior and institutions, cultural and political economy in different parts of the world. We will broaden our understanding of people who live in different national, social-cultural environments.

By next semester the campaign will be done, a new president chosen, and, on January 20th, sworn into office. The campaigning will be done, but the issues will remain, and the new administration will have to actually do something about them. The War in Iraq, the weak economy, health care, global warming, and more await them and us. In this class we will focus on the social ills and problems that dominated the campaign and will fill the new President's first months in office. We will develop the background knowledge you need to evaluate proposals and follow the debates over them. We will also work on having the skills we need to evaluate evidence and spot when politicians (or corporations or advertising or media) are trying to pull a fast one on us.

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

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

This course focuses on modern social movements, including the American civil rights movement, the women's movement, the gay and lesbian rights movement, the environmental movement, and the global justice movement. Empirical studies of these movements will be used to explore such general issues as how social movements emerge, grow and decline.

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

Political sociology's central questions concern the nature of the state, the relationship between state and society, the character and significance of power in political life, and, as Harold Laswell vividly put matters many decades ago: Who gets what, how, when, and why? No political sociology course could answer these questions definitively for one time and place, much less for all times and places. Focusing mainly on the United States, this course pursues these central questions through an engagement with substantive topics such as healthcare policy reform, the development of civil rights, the contours of the American welfare state, and growing political polarization and economic inequality since the 1970s.

Most Americans now live in urban areas -- cities and their suburbs. Around the world, more and more of the population are living in cities. Residents of big cities increasingly have more in common with the residents of cities halfway around the globe than with their rural countrymen just a few miles away. As human civilization becomes primarily an urban civilization we need to understand cities as distinct social entities. In this class we will study the development of the city from small mercantile enclaves to the modern sprawl of activity. We will look at urban politics, social ills, environmental issues, and consider those factors that make a city good, enjoyable, and pleasant. As we do, we will use the city and region of Pittsburgh as our living example.
This course will examine the causes and consequences of migration, the experiences of populations who undergo displacement and resettlement, and common myths and debates surrounding this topic. While migration encompasses intra-state movement, this class will focus on border crossing between nation states. As a writing-intensive course, students will be required to write and revise analytical papers; become versed in contemporary current events within and outside of the US context; and conduct a fieldsite visit exploring past or present immigration issues in Pittsburgh. The course will cover the social construction of borders, identities, and citizenship; differences in the categories distinguishing migrants from one another; the factors fueling migration and the consequences of cross-border movement; labor exploitation; women’s issues; impacts on health; institutional responses and contexts of reception; generational and cultural issues; the criminalization of migrants and refugees; and how immigrant groups mobilize to contest their oppression. Grades will be based on attendance, evidence of reading and participation, and writing assignments and revision.

Today democracy is in trouble in many countries. A generation ago, many people thought democracy was triumphing all over the world. Now things look a lot less certain. How can we understand the problems of the current moment, not just in the US but on every continent? Over the past several centuries people fashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. Social movements played major roles in these big developments. This happened in several big waves involving many places at the same time. The latest such wave began in western Europe in the mid-1970's, picked up steam in South America in the 1980's, included the overthrow of Communist regimes in Eastern Europe at the end of that decade, and embraced Asian and African countries as well. After past democratic waves, powerful antidemocratic forces emerged and pushed back, only to be pushed back in turn by renewed democratic advances. We will look closely at these large struggles of democratic and antidemocratic forces to give us new perspectives on the processes, prospects and perils of the current moment.

The global economy is premised on an increasingly globalized consumer society. This is nothing new. Marx and Engels in 1848 had noted how the bourgeoisie had ‘given a cosmopolitan character to production and consumption in every country’. The exchange of goods in pre-industrial societies forms the basis for establishing identities and kinship networks. Similarly, we are socialized early to buy things to express ourselves, to help form individual and social identities, or to signal membership within subcultures. Once the preserve only of affluent societies, in markets, stores, and malls around the world, as global citizens we buy things to feel good, and gift things to make others feel better. Increasingly, we need this consumption to be sustainable.

On May 23, 2007, for the first time in human history, more of the world’s population became urban than rural. This course examines changing patterns of urban growth and urbanization, and similarities and differences in the nature of urban processes at the regional level. This course begins by exploring the causes of urbanization, factors driving urban growth, impacts of globalization, and regional variations in urbanization levels at a variety of scales including the global north and global south. In contrast, the second part of the course focuses on the economic, social, demographic, and cultural processes that shape urban processes, urban places and urban life in the United Kingdom.
<table>
<thead>
<tr>
<th>Credits</th>
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<th>Instructor</th>
<th>Meeting Time</th>
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<td>CBA-DEAN</td>
<td>BUSHRM 1670</td>
<td>GLOBAL WORKFORCE MGT &amp; CHANGE</td>
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<td>THE ENTREPRENEURSHIP PROCESS</td>
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<td>ADMPS</td>
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<td>LAT AM SOCIAL &amp; PUBLIC POLICY</td>
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<td>COMPARATIVE HIGHER EDUCATION</td>
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<td>LAW 2043</td>
<td>INT'L COMMERCIAL ARBITRATION</td>
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<td>3</td>
<td>LAW 2260</td>
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<td>Ashley, Kevin D Liberatore, Beth Terese Horensky, Jaime M</td>
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<td>LAW 2418</td>
<td>IMMIGRATION LAW</td>
<td>Liberatore, Beth Terese Lebowitz, Lawrence M Horensky, Jaime M</td>
<td>T, 4:30:00 PM to 6:20:00 PM LAW G12</td>
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### LAW 2694

**TRADEMARK LAW**

Madison, Michael James Liberatore, Beth Terese Horensky, Jaime M

- Credits: 3
- Days: TTh, 2:00:00 PM to 3:15:00 PM
- Location: LAW 111

### LAW 2986

**INTERNATIONAL ARBITRATION SEM**

Curran, Vivian Liberatore, Beth Terese Horensky, Jaime M

- Credits: 3
- Days: T, 2:00:00 PM to 3:50:00 PM
- Location: LAW G46

### LAW 5043

**INT'L COMMERCIAL ARBITRATION**

Brand, Ronald A Liberatore, Beth Terese Horensky, Jaime M

- Credits: 3
- Days: TTh, 9:00:00 AM to 10:15:00 AM
- Location: LAW 107

### LAW 5116

**COMPARATIVE LEGAL CULTURES**

TBA

- Credits: 3
- Days: WTh, 3:30:00 PM to 6:30:00 PM
- Location: LAW 113

### LAW 5225

**INTERNATNL BUSINESS TRANSACTIONS**

Brand, Ronald A Liberatore, Beth Terese Horensky, Jaime M

- Credits: 3
- Days: MW, 3:30:00 PM to 4:45:00 PM
- Location: LAW 107

### LAW 5226

**INTERNATIONAL LAW**

Sirleaf, Matiangai V S Liberatore, Beth Terese Horensky, Jaime M

- Credits: 3
- Days: MW, 10:30:00 AM to 11:45:00 AM
- Location: LAW 107

### LAW 5418

**IMMIGRATION LAW**

Liberatore, Beth Terese Lebowitz, Lawrence M Horensky, Jaime M

- Credits: 2
- Days: T, 4:30:00 PM to 6:20:00 PM
- Location: LAW G12

### LAW 5694

**TRADEMARK LAW**

Lipton, Jacqueline D Liberatore, Beth Terese Horensky, Jaime M

- Credits: 3
- Days: TTh, 2:00:00 PM to 3:15:00 PM
- Location: LAW 111

### LAW 5986

**INTERNATIONAL ARBITRATION SEM**

Curran, Vivian Liberatore, Beth Terese Horensky, Jaime M

- Credits: 3
- Days: T, 2:00:00 PM to 3:50:00 PM
- Location: LAW G46

### SOCWRK 1005

**FOUNDATIONS OF WELFARE STATE**

Engel, Rafael

- Credits: 3
- Days: MW, 9:30:00 AM to 10:45:00 AM
- Location: CL 213

### SOCWRK 1005

**FOUNDATIONS OF WELFARE STATE**

Jacobs, Leah

- Credits: 3
- Days: W, 6:00:00 PM to 8:50:00 PM
- Location: CL 213

### SOCWRK 1063

**AFRICAN-AMERICAN HEALTH ISSUES**

Fapohunda, Abimbola Omolola

- Credits: 3
- Days: MW, 4:30:00 PM to 5:45:00 PM
- Location: LAWRN 104

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Global Studies Course List Fall 2018 (2191)

W NEW CONCENTRATIONS

Since the inception of Elizabethan Poor Laws, societies, governments, and charitable organizations have struggled with the welfare paradox. In 1601, for the first time, a government acknowledged the need for a macro-secular effort for assigning the burgeoning populations of the poor, as charities, often with religious overtones, proved unequal to the task. This course focuses on the underlying assumptions of programs designed to assist and evaluate the poor, reviewing the similarities and distinctions of various programs, always addressing their effectiveness and their ability to ameliorate the conditions of their targeted populations. In particular, focus is on Colonial America, the Civil War era, the dawn and evolution of America into the industrial age, and early programs of the New Deal.

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3. Cultural Dynamics

10520  AFRCNA  AFRCNA 31  INTRODUCTION TO AFRCNA STUDIES  TTH, 11:00:00 AM to 12:15:00 PM
ARTSC  3 Credits  Tillotson, Michale  TBA

This is an introductory survey of the historical, political and socio-cultural experience of the global Africans with particular reference to the African Americans. The purpose of this course is to introduce students to the field of Africana studies. An interdisciplinary approach will be used to examine the eight primary subject areas of Black experience in the US. They include: history, religion, social organization, politics, economics, creative culture, psychology and education. The major strands of Afro-centric social theory and protest thought will also be employed to study the resistance and social change strategies embodied in the works and actions of movements, historical figures and creative cultural productions.

29813  AFRCNA  AFRCNA 31  INTRODUCTION TO AFRCNA STUDIES  MW, 11:00:00 AM to 12:15:00 PM
ARTSC  3 Credits  Brooks, Robin  TBA

This is an introductory survey of the historical, political and socio-cultural experience of the global Africans with particular reference to the African Americans. The purpose of this course is to introduce students to the field of Africana studies. An interdisciplinary approach will be used to examine the eight primary subject areas of Black experience in the US. They include: history, religion, social organization, politics, economics, creative culture, psychology and education. The major strands of Afro-centric social theory and protest thought will also be employed to study the resistance and social change strategies embodied in the works and actions of movements, historical figures and creative cultural productions.

29807  AFRCNA  AFRCNA 522  Introduction to African Literature  MW, 3:00:00 PM to 4:15:00 PM
ARTSC  TBA Credits

This course explores male and female writers from several countries across the continent of Africa and invokes various social, political, historical, and theoretical particularities associated with the region and its literature. It introduces students to several of the major authors in the African literary canon, and the fiction in the course (written or translated into English) is from the late twentieth century to the present. We connect the literature to contemporary pop culture and sociopolitical conditions."

29808  AFRCNA  AFRCNA 787  BLACK CONSCIOUSNESS  MW, 1:00:00 PM to 2:15:00 PM
ARTSC  3 Credits  Germain,Felix Fernand  WWP 4165

This course is designed to examine the concept of "Black Consciousness" within a multi-faceted context, covering its historical, philosophical, sociological, cultural and political roots as well as its various manifestations in Africa and its Diaspora. Leading exponents of the concept including Edward Wilmot Blyden, Martin Delaney, Marcus Garvey, Frantz Fanon, Aime Cesaire, Leopold Senghor, Steve Biko, Malcolm X, and music artists such as James Brown, Bob Marley, Peter Tosh and "Culture," among others will be discussed and analyzed. The concept evokes a wide range of reactions from adherents of the dominant Eurocentric paradigms as well as from emerging adherents of Afrocentric and related paradigms. Students will be provided with a rich array of constructs, debates, events and analyses, utilizing multi-media channels such as academic texts, popular magazines, video and audio tapes as well as music in its various formats, so as to further their research and learning interests, and to make real life connections to both the abstract and pragmatic dimensions of the concept.

26104  AFRCNA  AFRCNA 1201  GLOBAL DIASPORAS  MWF, 10:00:00 AM to 10:50:00 AM
ARTSC  3 Credits  Germain,Felix Fernand  WWP 4165

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

29784  AFRCNA  AFRCNA 1425  CARIBBEAN IDENTITIES  TTh, 1:00:00 PM to 2:15:00 PM
ARTSC  3 Credits  Reid,Michele B  CL 119

Caribbean legacies of slavery and colonialism, independence struggles, and international relations have produced unique colonial, national and transnational identities. This upper-level writing intensive undergraduate seminar explores the changes in the development of Caribbean identity over time from the eighteenth century to the present and in comparative national and transnational perspectives. Students will examine politics, social relations, and culture -- particularly through the intersections of race/ethnicity, music, cuisine, literature, religion, sports, and social media.

11030  AFRCNA  AFRCNA 1555  AFRO CARIBBEAN DANCE  MW, 10:00:00 AM to 11:15:00 AM
ARTSC  3 Credits  Sharif,Oronde S.  TREES MPRL

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

10151  ANTH  ANTH 780  INTRO TO CULTURAL ANTHROPOLOGY  MW, 11:00:00 AM to 12:00:00 PM
ARTSC  3 Credits  Brown,Laura C  FKART 125

This course is designed to introduce students to cultural anthropological methods and concepts that are useful for gaining a better understanding of human diversity. We will examine such topics as family systems, economic and political change, religion and ritual in order to encourage students to question commonly held assumptions about what is "normal" and "natural" in human experience. Films, videos and slide presentations will supplement texts and lectures. Evaluation of the recitation sections will be determined by the recitation instructor. Attendance, class participation, projects and short quizzes will form the basis of the recitation grade.

10156  ANTH  ANTH 780  INTRO TO CULTURAL ANTHROPOLOGY  TTh, 11:00:00 AM to 12:00:00 PM
ARTSC  3 Credits  Yearwood,Gabby Matthew Harlan  FKART 125

This course is designed to introduce students to cultural anthropological methods and concepts that are useful for gaining a better understanding of human diversity. We will examine such topics as family systems, economic and political change, religion and ritual in order to encourage students to question commonly held assumptions about what is "normal" and "natural" in human experience. Films, videos and slide presentations will supplement texts and lectures. Evaluation of the recitation sections will be determined by the recitation instructor. Attendance, class participation, projects and short quizzes will form the basis of the recitation grade.
God has a history. In the earliest days of that history, god was worshipped as one of a plethora of deities controlling various spheres of cosmic activity or the human world. Students in this course will learn about this ancient pantheon--how gods functioned in society and how their presence was experienced by those devoted to them. They will then trace the evolution of the god of Israel from a mountaintop deity of the southern levant in the late second millennium BCE to a supreme deity worshipped by a small group of absolute monotheists based in Jerusalem in the mid-first millennium BCE. Students will become more sophisticated readers of biblical texts in the process. The sources of the Hebrew bible reflect not a homogeneous monotheism, but rather a diverse set of belief systems tending toward henotheism or even polytheism. By appropriating and reinterpreting the religious myths of their neighbors, the Israelites arrived at a character of the divine that has proven problematic to many contemporary theologians, particularly on issues of LGBT rights, women's rights, and the environment.

Food is sustenance and absolutely essential to life. But food is never simply about nutrition. Because it is fundamental to the human experience, food is also a medium for the expression of culture and social identity. Moreover, food relays complex social messages about gender, sexuality, and family. Consequently, food is also a means of expressing the social and symbolic use of power and control in which social inequalities are expressed in culinary forms. This course will examine regional food cultures (such as the United States, China, Japan, Italy, Cuba, and Greece) as we consider food from the vantage point of gendered systems of production, distribution, and consumption as we consider questions such as: What is "fair trade" coffee; Why is it primarily women who receive chocolates on Valentine's Day; How did sushi "go global" and What do "real" men eat? This seminar examines popular sources, films, and anthropological and feminist studies of food, gender, and power as we explore the intersections of food and foodways, with themes such as sex and childbirth, identity, ritual, and globalization and sustainability.

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

This course is an introduction to the varied facets of the field of cultural anthropology. Emphasis will be placed on the various theories, concepts and research figures that have organized this field at different historical periods. The theories and concepts will be critically analyzed and evaluated. The course will combine both lectures and discussion. Reading will include both monographs and journal articles. Since the core course reflects a departmental orientation, there may be lectures from other faculty members.

This course examines the historical, social, and cultural background of music in Africa with particular reference to the social context of music, music in Islamic culture, kingship music, music in ritual and theater, musical instruments and ensemble practice, stylistic elements of traditional music, music in the Church, popular music and neo-African art music. The lectures will be illustrated with audio and video recordings.
This course is designed to introduce students to cultural anthropological methods and concepts that are useful for gaining a better understanding of human diversity. We will examine such topics as family systems, economic and political change, religion and ritual in order to encourage students to question commonly held assumptions about what is "normal" and "natural" in human experience. Films, videos and slide presentations will supplement texts and lectures. Evaluation of the recitation sections will be determined by the recitation instructor. Attendance, class participation, projects and short quizzes will form the basis of the recitation grade.

This course will explore the contemporary moment in international cinema in terms of film styles, movements, production, distribution, and reception through the related (but different) concepts of globalization, transnationalism, and postmodernism. The films we will study include mainstream blockbusters, 'independent' films, international co-productions, activist or subcultural films, diasporic and exile cinemas, digital and video production, and local productions. We will also look at specific institutional contexts in which contemporary world cinema circulates, such as film festivals, youtube and the Internet, academia, the museum, mail order distributors such as netflix, and commercial theaters.
This 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.

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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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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This course explores the transnational connections amongst different literatures, regions, and languages of the Americas, which came to be understood collectively with the 15th century European voyages as the "New World". We will raise such questions as: How does literature play a role in constructing people's visions of the world? What constitutes a literary tradition? In what traditions do the texts we read participate? How do those traditions overlap and differ? We will address these questions by reading several texts from the "New World," situating the texts with respect to one another, as well as to texts from the "Old World."

This course explores the transnational connections amongst different literatures, regions, and languages of the Americas, which came to be understood collectively with the 15th century European voyages as the "New World". We will raise such questions as: How does literature play a role in constructing people's visions of the world? What constitutes a literary tradition? In what traditions do the texts we read participate? How do those traditions overlap and differ? We will address these questions by reading several texts from the "New World," situating the texts with respect to one another, as well as to texts from the "Old World."
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.

**ENGLISH 27671**  
**ARTSC 27670**  
**ENGLIT 610**  
**WOMEN AND LITERATURE**  
Andrade,Susan Z  
**3 Credits**  
**TTh, 4:00:00 PM to 5:15:00 PM**  
**CL 208A**  

Asian American Literature

A description is not available at this time.

**ENGLISH 29325**  
**ARTSC 29293**  
**ENGLIT 618**  
**WAR**  
Salyavolu,Una Ramana  
**3 Credits**  
**TTh, 4:00:00 PM to 5:15:00 PM**  
**CL 221**  

World Literature in English

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

**ENGLISH 24271**  
**ARTSC 24271**  
**ENGLIT 1380**  
**WORLD LITERATURE IN ENGLISH**  
Pun,Shalini  
**3 Credits**  
**TTh, 1:00:00 PM to 2:15:00 PM**  
**CL 208A**

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.

**ENGLISH 11045**  
**ARTSC 11045**  
**ENGLIT 1900**  
**PROJECT SEMINAR**  
Carr,Stephen L  
**3 Credits**  
**TTh, 2:30:00 PM to 3:45:00 PM**  
**CL 121**  

From kissing to wild sexual encounters, from Paris to the Riviera, from Tahiti to Casablanca, France and the Francophone world have a highly recognizable profile in matters of sex and love. In this class, we adopt a historical lens to retrace the cultural transformations of sex and love in the French cultural and social landscape. How does sex, an integral part of human life, build expectations for our lives? What is considered a 'French' approach to this issue in other countries? To what extent does France define itself through its way of living and representing sexuality and related social questions? We will study visual, textual and historical documents from the Middle Ages to the present day. Attention will also be devoted to the colonial and post-colonial French context. Some of the issues that will come into play may be virginity, adultery, same-sex relationships, women's sexual agency, gender definitions through sexuality and loving attachments, and the shifting boundaries of pornography.

**FR-ITAL 25344**  
**ITAL 25344**  
**FR 12**  
**FRENCH KISS**  
Meccia,Giuseppina  
**3 Credits**  
**MWF, 11:00:00 AM to 11:50:00 AM**  
**WWPH 5201**  

This course is a study of the history of French colonization of the 'New World' of the Americas from the sixteenth to mid-twentieth centuries, just after the second World War. By adopting an 'Atlantic' approach, we will examine Europe, Africa and the Americas as interconnected regions. The course explores several themes: Voyages et Rencontres; les Français en Amérique du Nord; la Traite des Noirs; les Lumieres et le Nouveau Monde; et Révolution à Saint-Domingue. Although each theme treats a different region and highlights a different time period, our approach will allow us to follow the writings of explorers, philosophers, administrators, generals, merchants, and former slaves around the Atlantic, from the coasts of France and West Africa, to the eastern United States, and south to the Caribbean and South American mainland. The course will be conducted in French.

**FR-ITAL 18852**  
**ITAL 18852**  
**FR 27**  
**THE FRENCH ATLANTIC**  
Kosinski,Renate Elisabeth  
**3 Credits**  
**TTh, 9:30:00 AM to 10:45:00 AM**  
**CL 363**

This course is an in-depth study of francophone Haitian literature of the 20th and 21st centuries. It is organized around two central themes, migration and refuge, that evoke the major historical events of the last one hundred years in Haiti and the greater Caribbean. These include the sugar trade of the early 20th century; the U.S. occupation of Haiti (1915-1934); the 1937 massacre of Haitians at the border of the Dominican Republic; the Duvalier dictatorship (1957-1986); the plight of Haitian 'boat-people' and U.S. policy on refugees during the Reagan presidency; and the 2010 earthquake and the influx of international humanitarian organizations. Students will explore the ways that literature evokes colonial and imperial legacies of political exploitation and environmental degradation. By reading a range of fiction and non-fiction, including canonical and less well-known texts, students will learn about the diversity of Haitian culture and the different forms and paths of migration and refuge within Haiti and around the Americas.
Global Studies Course List Fall 2018 (2191)
W NEW CONCENTRATIONS

11631  11631  11631
FR-ITAL  FR 2710  INTRO LITERARY & CULTL THEORY
ARTSC  3 Credits  Doshi, Neil Arunkumar

W, 2:30:00 PM to 4:55:00 PM
CL 1325

What is an author? What is a text? What is a sign? What is reading? What is interpretation? What is power? What is gender? What is race? What is a nation? And what does all this have to do with literary and cultural texts anyway? In this course beginning graduate students in the modern languages, we will survey major movements and concepts in literary and cultural history of the 20th/21st centuries. These theories have provided us important ways to think about how to read and interpret literature, film, and other cultural artifacts, and, as such, are an important aspect of graduate studies in the Humanities. Seemingly basic questions such as “what is an author?” or “what is literature?” are in fact hugely complicated questions that demand that we think about them if we are to think in sophisticated terms about literature and culture. This course is meant to provide students with a general background in literary and cultural theory. After a one-week introduction to the concept of theory, we will read about key movements (Eagleton) at the same time as we conduct careful close readings of key theoretical texts (including Bakhtin, Foucault, Derrida, Lacan, Butler, Sedgwick, Bhabha, and others). Assignments will focus on regular responses to the readings and on sustained contributions to class discussion as we work as a team to process these sometimes difficult texts. The course will be taught in English, and all readings will be available in English (though those able to read the texts in the original are encouraged to do so).

10101  10101  10101
GERMANIC  GER 1502  INDO-EUROPEAN FOLKTALES
ARTSC  3 Credits  Law RN 121

MW, 1:00:00 PM to 1:50:00 PM

Since its publication in 1812, the Grimm Brothers’ Children’s and Household Tales found a readership that spanned countries, languages, and generations. Its broad 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. All readings, lectures, discussions, and written coursework will be in English.

11533  11533  11533
HA-A  HAA 10  INTRODUCTION TO WORLD ART
ARTSC  3 Credits  D’Anniballe Williams, Maria

MW, 3:00:00 PM to 3:50:00 PM
FKART 125

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

22679  22679  22679
HA-A  HAA 10  INTRODUCTION TO WORLD ART
ARTSC  3 Credits  TBA

Th, 6:00:00 PM to 8:30:00 PM
FKART 202

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

24947  24947  24947
HA-A  HAA 30  INTRODUCTION TO MODERN ART
ARTSC  3 Credits  Ellenbogen, Joshua Martin

TTh, 1:00:00 PM to 1:50:00 PM
FKART 125

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.

27427  27427  27427
HA-A  HAA 90  INTRO TO CONTEMPORARY ART
ARTSC  3 Credits  Kosten, Jennifer

MW, 3:00:00 PM to 4:15:00 PM
FKART 202

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

17278  17278  17278
HA-A  HAA 101  FOUNDATIONS OF ART HISTORY
ARTSC  3 Credits  Ellenbogen, Joshua Martin

TT, 11:00:00 AM to 12:15:00 PM
FKART 204

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.
This course is an introductory survey of the art and architecture of historic imperial powers. Rather than viewing the phenomenon of empire as it is reconstructed from texts, this survey will emphasize the comparative cultural profiles of these empires as they are known from visual evidence. The course will examine the imagery, artifacts, monument types and architectural sites that were made to advertise the success and promote the continuity of the regime beyond the lifetime of its founder, the use of regional themes to establish continuity with the historical past, and the cultural impact of empires on those who belonged to them and those who did not. Special attention will be paid to imperial powers of the ancient world, in particular those of the Near East, Greece and Rome, but the course will also cover the Carolingian and Ottoman Empires, as well as 19th century European imperialism and Nazi Germany. This course will draw on the expertise of faculty across the History of Art and Architecture department who will provide guest lectures.

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<tr>
<td>29394</td>
<td>ARTSC</td>
<td>Epiphimer, Melissa Ann</td>
<td>TTh, 9:30:00 AM to 10:45:00 AM</td>
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</table>

Successful empires are seldom planned; they evolve. They typically have charismatic founders, able successors, and well-organized systems of administration. They satisfy core constituencies by ensuring supplies of staples or, for elites, luxuries and status symbols. They ward off potential unrest by various means, from moving populations to the coopation of local elites, who control capital and production. The course looks at the phenomenon of the (ancient) empire from various points of view—the biographies of selected ‘founder figures’ and the mechanisms created to ensure the survival of selected regimes, with less emphasis placed on bureaucratic structures and detail and more on the creation and maintenance of an ideology appropriate to the regime. A sense of tradition, for example, is essential to empire but only if combined with a sense of ‘modernity’ – the projection of an ability to mobilize the latest in science and technology to preserve the benefits of empire for those who profit from it. Empires are, in this sense, ‘history-conscious’—they compare themselves with earlier empires and seek to surpass them. Empires examined include: Middle Bronze Age Akkad, late Bronze Age Egypt, Early Iron age Assyria and Persia, Classical Athens, Macedon, and early Imperial Rome. This is not a writing course per se, but it attempts, through feedback on a series of short, focused essays, to be written in class and/or out of class, and a Research Paper, to work with students’ ability to pose problems, work toward a solution, and articulate that process in writing.

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<tr>
<td>27782</td>
<td>ARTSC</td>
<td>Wols, H. Anne</td>
<td>T, 6:00:00 PM to 8:30:00 PM</td>
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Spain underwent a series of radical transformations in the period from about 1200-1700 CE. The peninsula was first the center of Muslim empire that controlled much of the Mediterranean. This gave way to a Catholic empire that then expanded across the Atlantic Ocean to encompass most of the New World. This succession of ambitious kingdoms gave rise to some of the most unique artistic expressions at the time. This class will examine the art produced in Spain and Spanish realms in this period. Because of the unique interreligious history of Spain, its art tends to sit uncomfortably with the art produced elsewhere in Europe and its empires. This course will recuperate some of the fascinating strangeness of Spanish images by focusing on the frictions created by the enhanced flow of peoples and the cultures with which they came into contact during the early modern period. As Iberian powers expanded into Latin American and south Asia, European cultures increasingly came into tension with indigenous cultures and forms of image production. Rather than leading to ‘imperfect’ or ‘deformed’ art, though, this friction led to the creation of novel images that show how cultural hybridity was both a coping mechanism and a productive artistic strategy. This course will examine works produced by some major artists in Spain. However, we will also look at how the concept of ‘the artist’ evolved in Spain during the period in question. This we be supplemented by looking at how local modes of artistic production developed in the New World came into tension with Spanish ideas about art and aesthetics during the period of colonization. These cultures often lacked a strong notion of ‘the artist,’ and we will consider how differing modes of creation helped produce a hybrid style of art the forces a reconsideration of the how we define colonial European art within a global context.

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<tr>
<td>29395</td>
<td>ARTSC</td>
<td>Nygren, Christopher J</td>
<td>TTh, 9:30:00 AM to 10:45:00 AM</td>
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</table>

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

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<tr>
<td>29397</td>
<td>ARTSC</td>
<td>Jones, Shirin Asgharzadeh-Fozi</td>
<td>TTh, 4:00:00 PM to 5:15:00 PM</td>
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This is an overview of contemporary Latin America and its peoples and is designed to be an introduction for students who have no previous knowledge of the area. Students will be exposed to several aspects of Latin America. A special attempt will be made to show contemporary social reality as interpreted by some of the region’s most gifted filmmakers, artists, writers and intellectuals. Readings, lectures, and class discussions will be conducted in English.

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<tr>
<td>11078</td>
<td>SPAN 82</td>
<td>TBA</td>
<td>MWF, 11:00:00 AM to 11:50:00 AM</td>
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This course introduces students to the cultural history of the Hispanic World. Starting with the study of Pre-Colombian civilizations and the controversial politics of the Spanish Conquest we will discuss the conflicts involved in the transformation of Latin America. Through a broad variety of texts; chronicles, documentaries, films, fiction and novels, students will learn about the Spanish-speaking world and also explore the complex interactions implied in the process of colonization, in the foundation of national identities and in the creation of cultural traditions. We will stress the importance that these social and political tensions have in order to understand the past but also we will analyze its impact in the present. Prerequisite(s): PREQ: SPAN 0020 or 0025 (Min Grade C); PLAN: SPAN BA or BPH Check with the department on how often this course is offered.

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<tr>
<td>23524</td>
<td>SPAN 1250</td>
<td>TBA</td>
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<tr>
<td>30397</td>
<td>HISPANIC ARTSC SPAN 2225 SEM:SPECIAL TOPICS CULTRL ANAL</td>
<td>T, 3:00:00 PM to 5:50:00 PM CL 126</td>
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<tr>
<td>11807</td>
<td>HIST HIST 125 RELIGIONS OF THE WEST</td>
<td>TTh, 9:30:00 AM to 10:45:00 AM VICTO 117</td>
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<tr>
<td>26607</td>
<td>HIST HIST 125 RELIGIONS OF THE WEST</td>
<td>MWF, 11:00:00 AM to 11:50:00 AM CL 332</td>
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<tr>
<td>29678</td>
<td>HIST HIST 675 WITCHES TO WALDEN POND</td>
<td>TTh, 1:00:00 PM to 2:15:00 PM LAWRN 106</td>
<td>3</td>
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<tr>
<td>29888</td>
<td>HIST HIST 756 INTRO TO ISLAMIC CIVILIZATION</td>
<td>TTh, 9:30:00 AM to 10:45:00 AM LAWRN 107</td>
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<td>HIST HIST 1083 HISTORY OF SPORTS</td>
<td>TTh, 1:00:00 PM to 2:15:00 PM CL 332</td>
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<td>27530</td>
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<tr>
<td>27537</td>
<td>HIST HIST 1707 GENDER IN GLOBAL HISTORY</td>
<td>TTh, 11:00:00 AM to 12:15:00 PM CL 242</td>
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<td>27831</td>
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<td>MW, 3:00:00 PM to 4:15:00 PM LAWRN 120</td>
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<td>27781</td>
<td>HIST HIST 1733 RELIGIOUS DIVERSITY</td>
<td>Th, 2:30:00 PM to 4:55:00 PM CL 2628</td>
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</table>
The course presupposes a general linguistics course.
Focusing on a variety of musical traditions throughout the world, this course addresses factors that have influenced historical and contemporary musical performance practices. Special attention is placed on how political, economic, social, and religious factors influence musical aesthetics and notions of identity among performers and audiences. Positioning music within a broader context of postcolonial, technological, and transnational development, this course analyzes the ever-changing relationship between traditional and modern socio-musical approaches toward performance techniques, musical transmission, and intercultural exchange.

### Global Studies Course List Fall 2018 (2191)

#### W NEW CONCENTRATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Department</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
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<td>19105</td>
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<td>INTRODUCTION TO WORLD MUSIC</td>
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<td>TBA</td>
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<td>3</td>
<td>Johnson Jr, James Tare</td>
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<td>28335</td>
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<td>27786</td>
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<td>FEMINIST POLITICAL THOUGHT</td>
<td>3</td>
<td>Malloy, Tamar A</td>
<td>TTh, 2:30:00 PM to 3:45:00 PM</td>
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<td>29793</td>
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<td>WITCHES TO WALDEN POND</td>
<td>3</td>
<td>Kane, Paula M</td>
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<tr>
<td>29869</td>
<td>ARTSC</td>
<td>INTRO TO ISLAMIC CIVILIZATION</td>
<td>3</td>
<td>Jouili, Jeanette Selma Lotte</td>
<td>TTh, 9:30:00 AM to 10:45:00 AM</td>
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<tr>
<td>29609</td>
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<td>CONSTRUCTION OF EVIL</td>
<td>3</td>
<td>Denova, Rebecca I</td>
<td>TTh, 11:00:00 AM to 12:15:00 PM</td>
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<td>29610</td>
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<td>ISLAM IN EUROPE</td>
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<td>Jouili, Jeanette Selma Lotte</td>
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### Global Studies Course List Fall 2018 (2191) - W NEW CONCENTRATIONS

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<td></td>
<td>1475</td>
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<td></td>
<td>Shear, Adam B</td>
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<td>30405</td>
<td>SLAVIC</td>
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<td>3</td>
<td>WWP 5203</td>
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We will examine this contested term as it circulates in debates about cultural practice since the late 1970s. Course segments are likely to include contrastive models of the concept; their ascribed affinities to Marxist and Weberian traditions; distinctive concepts ('shock doctrine,' thought collective,' Comaroff's 'occult'); key historical figures and institutions (Kojève, Polanyi, Schumpeter, Hayek, Mont Pelerin); and the term's contradictory symptoms under different ideological systems, such as post-socialist modernity. The intent is to move beyond two tendencies in current debates: 1.) the deployment of the term exclusively as moral judgment; and 2.) its explanatory capacity for All the Things. Core texts will include Morowski, Harvey, and Klein, as well as critiques of Harvey (Abercrombie, Hindess). The course will ask participants to bring their fields of expertise (both regional and disciplinary) to these debates, situating their own departmental investments in relation not only to textual content, but also to production, distribution, and exhibition. While cinema (e.g. Jia Zhangke, Ken Loach, Aleksei Balabanov) may be a core cultural emphasis, the course welcomes contributions from the fields of art history, literature, music, as well as sociology, history, and anthropology.

<table>
<thead>
<tr>
<th>Code</th>
<th>SLAVIC</th>
<th>SLAV 880</th>
<th>VAMPIRE: BLOOD AND EMPIRE</th>
<th>3</th>
<th>MW, 4:30:00 PM to 5:45:00 PM</th>
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<tbody>
<tr>
<td></td>
<td>ARTSC</td>
<td></td>
<td></td>
<td>3</td>
<td>ALUM 7AUD</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>SLAVIC</th>
<th>SLAV 880</th>
<th>VAMPIRE: BLOOD AND EMPIRE</th>
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</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>SLAVIC</th>
<th>SLAV 1225</th>
<th>CROS CLTL REPRSTN PRISON 20THC</th>
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<td></td>
<td>ARTSC</td>
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<td>CL 151</td>
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</table>

This course examines artistic works produced in prison and artistic works about prison, addressing both the allure of the criminal world as a form of entertainment and the function of art within prison as escapism and survival technique. In structure the course is broken into three parts: the first part concentrates on prison writings and criminal culture in America; the second part focuses on the forced-labor camp system known as the Gulag in the Soviet Union; and the third part examines Europe (Germany and Eastern Europe) during the Holocaust.

<table>
<thead>
<tr>
<th>Code</th>
<th>SLAVIC</th>
<th>SLOVAK 380</th>
<th>SLOVAK TRANSATLANTIC CULTURES</th>
<th>3</th>
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<td>LAWRN 105</td>
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</table>

Slovak European history and the interaction of Slovak and American cultures during the 120-year history of Slovak immigration is conveyed through readings in Slovak and Slovak-American literature, and through issues in literary theory that concern this theme. The syllabus follows the changes in Slovak culture and society over time, with a special emphasis on the changes brought about by the interaction of Slovak and American cultures. The content of the readings in literature follows the temporal sequence, while the actual sources for each period are grouped to illustrate a variety of literary genres. The course is structured around the history of Slovak, and in a broader cultural sense Central European, immigration to the United States with a special focus on Pittsburgh. It is examined within the context of the developments in Slovak culture and history with an emphasis on literature. The students are encouraged to investigate Pittsburgh's rich ethnic heritage and to research and write on topics tailored to their individual interests.

<table>
<thead>
<tr>
<th>Code</th>
<th>SOC</th>
<th>SOC 5</th>
<th>SOCIETIES</th>
<th>3</th>
<th>MW, 12:00:00 PM to 12:50:00 PM</th>
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<tbody>
<tr>
<td>ARTSC</td>
<td></td>
<td></td>
<td>Epitropoulos, Mike F</td>
<td>3</td>
<td>FKART 125</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>SOC</th>
<th>SOC 5</th>
<th>SOCIETIES</th>
<th>3</th>
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<tbody>
<tr>
<td>ARTSC</td>
<td></td>
<td></td>
<td>Singh, Vijai P</td>
<td>3</td>
<td>LAWRN 105</td>
</tr>
</tbody>
</table>

This course offers an introduction to society and culture in international perspective. We will explore how people organize their social life in different societies, by comparing social behavior and institutions, cultural and political economy in different parts of the world. We will broaden our understanding of people who live in different national, social-cultural environments.

<table>
<thead>
<tr>
<th>Code</th>
<th>SOC</th>
<th>SOC 7</th>
<th>SOCIAL PROBLEMS</th>
<th>3</th>
<th>TTh, 4:00:00 PM to 5:15:00 PM</th>
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<tbody>
<tr>
<td>ARTSC</td>
<td></td>
<td></td>
<td>Banerjee, Tarun D</td>
<td>3</td>
<td>WWP 2200</td>
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</tbody>
</table>

By next semester the campaign will be done, a new president chosen, and, on January 20th, sworn into office. The campaigning will be done, but the issues will remain, and the new administration will have to actually do something about them. The War in Iraq, the weak economy, health care, global warming, and more await them and us. In this class we will focus on the social ills and problems that dominated the campaign and will fill the new President's first months in office. We will develop the background knowledge you need to evaluate proposals and follow the debates over them. We will also work on having the skills we need to evaluate evidence and spot when politicians (or corporations or advertising or media) are trying to pull a fast one on us.
The aim of this course is to introduce students to the broad spectrum of histories and theories of global civilization. This includes examining processes of expansion and interconnections in social, economic, political, and cultural life across various societies. In this respect, today’s globalization is approached as a process with deep roots in the comparative history of civilizations, and not simply as a contemporary phenomenon. Parallels to contemporary processes of globalization can be seen in the spread of trade routes, world religions, common languages, habits, manners, fashions, lifestyles, ideas and ideologies. These have foundations in migrations, conquests, ancient world systems, discoveries, travels, and economic networks no less profound in the past than in the present.

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

This course will examine the causes and consequences of migration, the experiences of populations who undergo displacement and resettlement, and common myths and debates surrounding this topic. While migration encompasses intrastate movement, this class will focus on border crossing between nation states. As a writing-intensive course, students will be required to write and revise analytical papers; become versed in contemporary current events within and outside of the US context; and conduct a field site visit exploring past or present immigration issues in Pittsburgh. The course will cover the social construction of borders, identities, and citizenship; differences in the categories distinguishing migrants from one another; the factors fueling migration and the consequences of border movement; labor exploitation; women’s issues; impacts on health; institutional responses and contexts of reception; and how immigrant groups mobilize to contest their oppression. Grades will be based on attendance, evidence of reading and participation, and writing assignments and revision.

The global economy is premised on an increasingly globalized consumer society. This is nothing new. Marx and Engels in 1848 had noted how the bourgeoisie had ‘given a cosmopolitan character to production and consumption in every country’. The exchange of goods in pre-industrial societies forms the basis for establishing identities and kinship networks. Similarly, we are socialized early to buy things to express ourselves, to help form individual and social identities, or to signal membership within subcultures. Once the preserve only of affluent societies, in markets, stores, and malls around the world, as global citizens we buy things to feel good, and gift things to make others feel better. Increasingly, we need this consumption to be sustainable.

World Theatre 500 BCE to 1640 investigates histories of theatre and performance (scripts, embodiment, design, audiences, conventions, cultural functions, etc.) within local and global social, artistic and political contexts, from classical Athens to Edo Japan, colonial Mexico City to Shakespeare’s Globe. The course focuses on evidence and interpretation as well as historical causation.

World Theatre 500 BCE to 1640 investigates histories of theatre and performance (scripts, embodiment, design, audiences, conventions, cultural functions, etc.) within local and global social, artistic and political contexts, from classical Athens to Edo Japan, colonial Mexico City to Shakespeare’s Globe. The course focuses on evidence and interpretation as well as historical causation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Department</th>
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<td>24651</td>
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<td>3</td>
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<tr>
<td>26250</td>
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<td>ADMPS 2343 EDUCATION AND CULTURE</td>
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<td>29466</td>
<td>ADMPS</td>
<td>ADMPS 3006 SCL THEORIES &amp; EDUC GLBL CNTXT</td>
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<td>29467</td>
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<td>23796</td>
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<td>PIA 2460 LAT AM SOCIAL &amp; PUBLIC POLICY</td>
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<td>9:00:00 AM to 11:50:00 AM</td>
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4. Peace, Conflict, and Security

<table>
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<td>11287</td>
<td>ENGLISH</td>
<td>3</td>
<td>MWF, 10:00:00 AM to 10:50:00 AM</td>
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<tr>
<td>24142</td>
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<td>3</td>
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<td>29325</td>
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<td>10924</td>
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<td>MW, 4:30:00 PM to 5:45:00 PM</td>
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<td>3</td>
<td>MW, 4:30:00 PM to 5:45:00 PM</td>
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<td>10494</td>
<td>HIST</td>
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<td>TTh, 2:30:00 PM to 3:45:00 PM</td>
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<td>11330</td>
<td>HIST</td>
<td>3</td>
<td>TTh, 1:00:00 PM to 2:15:00 PM</td>
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</table>

This course takes up the problem of the contemporary, which here means thinking about the relation of the present to the past. In order to explore some of the ways in which past and present come together in our own time, we will read some recent and historical works of literature. For our purposes, the contemporary has two meanings: the first, belonging to the same age or period, and the second, related to along with its notions of change and progress ideas or texts that belong of the "modern," or having a quality of the present period. Our focus this semester will be on two questions: the construction of history and the value of memory as they become visible through slavery, colonization, love and war. Another of our principal tasks this semester will be to take up a cluster of questions about representation, namely: How is "reality" represented in literary texts, but also how do texts function to produce notions of reality?
This course will acquaint students with the remarkably long, diverse and widespread use of strategies of terror to advance political, economic, religious and social agendas. Our analysis will focus upon terror from below, that is terror by nonstate actors; will range from ancient Greece to the present; and will touch upon every inhabited continent. Using examples from many societies, we will discover that the human motivations for terrorist acts have changed little, but that their expression has changed a great deal, from the days of the Spartan slave revolt, to the calculated terror of the Algerian revolution, to the media-centered "madmen strategy" of al-Qaeda and ISIS. Our organization will be roughly chronological, and will be combined with a typology of different kinds of terrorism. This inherently comparative approach will enable us to make this a true world history course, moving with ease from place to place, movement to movement, while still having a solid temporal and analytical framework to keep the material coherent.

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

In this seminar students will develop the critical skills of reading and writing history through a close examination of one fundamental theme in the history of U.S.-Latin American relations: the impact of U.S. intervention in the Caribbean and Central America during the early twentieth century. In the first half of the course, we will explore how historians have analyzed diverse forms of U.S. intervention and nationalist challenges to U.S. imperial rule. This focus will allow us to gain a deeper understanding of the different ways of writing history. In the second half of the course, you will work on a research paper that examines a specific aspect of a U.S. occupation. Rather than simply analyzing the works of other scholars, you will work primarily with historical documents such as U.S. State Department records. Class assignments are designed to guide you through the process of researching and writing the paper. You will learn how to define topics and questions; find, select and analyze primary sources; decide between contradictory pieces of evidence; create clear and well-substantiated arguments; and shape a coherent narrative out of the many possibilities.

Today democracy is in trouble in many countries. A generation ago, many people thought democracy was triumphing all over the world. Now things look a lot less certain. How can we understand the problems of the current moment, not just in the US but on every continent? Over the past several centuries people refashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. Social movements played major roles in these big developments. This happened in several big waves involving many places at the same time. The latest such wave began in western Europe in the mid-1970's, picked up steam in South America in the 1980's, included the overthrow of Communist regimes in Eastern Europe at the end of that decade, and embraced Asian and African countries as well. After past democratic waves, powerful antidemocratic forces emerged and pushed back, only to be pushed back in turn by renewed democratic advances. We will look closely at these large struggles of democratic and antidemocratic forces to give us new perspectives on the processes, prospects and perils of the current moment.

This course examines the history of nationalism, the making of ethnicity, and the nation-state. The course provides an overview of theoretical approaches, applicable both to historical and to more recent nationalist challenges in Europe. We will place particular emphasis on changing national and regional identities in Europe, comparing the development of nationalism in Western European countries such as France or Germany with Eastern European developments in the Russian and Habsburg Empires and its successor states. The course examines the wave of ethnic nationalism in Eastern Europe after the dissolution of Yugoslavia and the Soviet Union. Finally, we will explore new trends of populist nationalism and the rise of right-wing nationalist extremism in the wake of the refugee crisis and Brexit. Preknowledge in European history is advantageous but not required. This class can be taken by students of all levels, including First-Year students.

This course is a survey of US-Latin American relations from 1800 to the present. It has several goals. The first is to understand the long-term trajectory of relations and interactions between the two regions. Second, we will try to identify the impacts of those relations on the peoples and countries involved. How have actions by the United States affected Latin Americans? In turn, how has the United States' relationship with Latin America affected politics, economy, society, and culture in our own country? Finally, as we try to chart that long-term trajectory, we will listen to voices both from the United States and from Latin America, and try to reconstruct the dialogues that have (or should have) taken place over time between the two regions.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Department</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Days and Times</th>
<th>Location</th>
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<tr>
<td>24992</td>
<td>HIST</td>
<td>COLD WAR AMERICA IN THE WORLD</td>
<td>3</td>
<td>Smith, Randy Scott</td>
<td>MW, 3:00:00 PM to 4:15:00 PM</td>
<td>WWH 3415</td>
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<tr>
<td>27781</td>
<td>HIST</td>
<td>RELIGIOUS DIVERSITY</td>
<td>3</td>
<td>Shear, Adam B</td>
<td>Th, 2:30:00 PM to 4:55:00 PM</td>
<td>CL 2628</td>
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<tr>
<td>29674</td>
<td>HIST</td>
<td>DISEASE &amp; HEALTH IN MOD AFRICA</td>
<td>3</td>
<td>Weibel, Mari Kathryn</td>
<td>TTh, 4:00:00 PM to 5:15:00 PM</td>
<td>CL 302</td>
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<tr>
<td>10633</td>
<td>JS</td>
<td>US AND THE HOLOCAUST</td>
<td>3</td>
<td>Burstin, Barbara Stern</td>
<td>TTh, 2:30:00 PM to 3:45:00 PM</td>
<td>CL 204</td>
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<tr>
<td>11329</td>
<td>JS</td>
<td>US AND THE HOLOCAUST</td>
<td>3</td>
<td>Burstin, Barbara Stern</td>
<td>TTh, 1:00:00 PM to 2:15:00 PM</td>
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<td>Th, 3:00:00 PM to 4:55:00 PM</td>
<td>CL 2628</td>
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<tr>
<td>27543</td>
<td>PHIL</td>
<td>SOCIAL PHILOSOPHY</td>
<td>3</td>
<td>McKinney, Rachel Ann</td>
<td>MW, 9:00:00 AM to 9:50:00 AM</td>
<td>CL 324</td>
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This course explores the impact of the Cold War on American society. (1945-1990) It will explore how the division of the world into two hostile and well-armed ideological camps shaped American post-war politics and culture. Post-war America was a world full of paradox. America's economic and military dominance allowed it to be a land of expanding home ownership, a booming consumer culture, shopping malls, housing tracts, the land of the automobile: an upwardly mobile society, where want and hardship seemed to have been finally vanquished. These same optimistic people, however, lived under the threat of nuclear annihilation and communist infiltration. Fear, not only tore at the social fabric, but also created an alphabet soup of surveillance, control and suspicion of fellow Americans: the N.S.A, C.I.A. the F.B.I. and municipal police 'Red Squads'. African Americans fought a long struggle for civil rights that embraced movements from the peaceful civil disobedience of Martin Luther King Jr. to the Black Nationalist Marxism of the Black Panthers. The pivotal event that slowly drained American confidence and optimism was the long, brutal war in Southeast Asia. The Vietnam War and how Americans experienced it in different Cold War periods will be at the center of the course. Popular culture also underwent a sea change as it expressed both the anxiety and optimism of Cold War America. Black and white artists crossed the color line to create rock and roll. Anxious parents watched as their children crossed this cultural line with their new idols. Noir films and novels expressed the deep moral ambivalence of the era. The birth of the anti-hero, so popular in 21st century culture, was born of Cold War angst, fear and a rejection of the post-war status quo. Most importantly, black power, civil rights legislation, youth culture, feminism and the quagmire of the Vietnam War also created a powerful conservative backlash. Despite their decades in the political wilderness, the forces of Coldwater conservatism created a powerful antidote to the 'sixties' and that culminate in a victory that ushered in the final Cold War era: the Reagan Revolution. This course will try to give students some insight into current American politics by showing how this backlash was able to put conservatism back on the map and end the liberal dreams of the New Deal era.

A description is not available at this time.
For the writing course. Description same as Phil. 0320 (14252). This is the writing section of Phil. 0320. 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.

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Revolutions long mesmerized political scientists, historians, and intellectuals of every stride. Needless to say, its romantic allure is irresistible. Armies of ideological zealots storming cities and government buildings and overthrowing repressive rulers, long captivated public imagination. However, as everything else in politics, revolutions also have two sides: positive and negative. This course studies not only the process of various revolutions from our modern history, but also historical context of these revolutions, how they were prepared, and very importantly, what happens after revolutions actually take place. Political actors also matter. As philosopher Thomas Carlyle once observed, ‘Revolutions are often initiated by idealists, carried out by fanatics, and hijacked by scoundrels.’ Subsequently, in order to better understand revolutions, the course locates their main actors and examines their impact on the development of revolutionary and post-revolutionary processes.

In the late eighteenth century, the word ‘democrat’ began to be widely used to refer to those who sought to create new ways for human societies to govern themselves that would break with the divinely-sanctioned monarchies and the entrenched social hierarchies under which most people lived. In several great multi continental waves of change, people refashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. The latest such wave began in western Europe in the mid-1970s, picked up steam in South America in the 1980s, included the overthrow of Communist regimes in Eastern Europe at the end of that decade, and continues with movements for democratization in Africa in the 1990s. In this course, we want to understand: 1) why it was in particular historical moments that such waves of social transformation took place; 2) the role of particular social movements in democratization; 3) the ways in which the meaning of democracy has been debated since the breakthrough of the late eighteenth century; 4) the role of established elites in democratization, both as reformers and as resisters; and 5) the ways in which democratizing processes in some countries have powerfully effected political processes elsewhere. After a study of the democratizing moments of the past, we will look at the processes, prospects and perils of the current moment.

In 1947, Bernard Baruch, the American businessman and adviser to various US presidents, used the term ‘Cold War’ to describe increasingly frosty relationship between the former WWII allies: the Soviet Union and the United States. However, the Cold War turned out anything but cold. Although, the two contending superpowers never directly fought each other, the wars, involving either of two superpowers or their proxies, never stopped. This half a century long ideological conflict inflicted untold sufferings on hundreds of millions of people around the globe. It claimed the lives of millions, devastated the economies of many countries, and brought the world on the brink of a nuclear war at least on one occasion. This course examines the main developments of this global conflict: the wars, covert operations, arms race, diplomatic negotiations, geopolitical doctrines, and the decision-making process of the contending sides. However, the course goes beyond just studying the events. It tries to locate them in historical context and in theoretical perspective, which will help students of international relations to further expand their intellectual horizons in this subfield.

The aim of this course is to explore the nature of the phenomenon known as ‘foreign policy,’ which refers mainly to the orientation and actions of nation states toward their external environment. In recent years that environment has changed dramatically, posing new challenges for states large and small alike. This course will focus primarily on the world's major powers but will intersperse a discussion of these states' foreign policies with consideration of how the nature of their power, as well as the milieu within which they act, has changed. At the same time, we will also look at the way in which foreign policy can be studied in an attempt to expand our ability to deal analytically with this form of international behavior.
This course traces the theoretical development of feminist political thought and considers how feminist theory applies to the real political world. It will proceed in four parts: the history of feminist thought; theorizing intersecting identities with attention to sex and gender, race, sexuality, and nationality; feminist organizing; and feminist analyses of the state with a focus on citizenship, political representation, and debates about rights. The course will conclude with a policy project in which students use analytical lenses from the course to critique and suggest improvements to a governmental or institutional policy or program that plays a role in gender inequality.


<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tr>
<td>28893</td>
<td>PS ARTSC 3 Credits: ANALYSIS OF POLITICAL VARIABLES</td>
<td></td>
<td>Colaresi, Michael Penn</td>
<td>TTh</td>
<td>1:00:00 PM to 2:15:00 PM CL 208B</td>
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‘Big data’, ‘analytics’, ‘data science’, ‘computational science’: these are all words used to describe sets of tools that help sift and summarize massive volumes of information that are particularly important for understanding social relations today. This class is meant to be a gentle introduction to the opportunities and challenges with both collecting and exploring digitally available political and social information such as text, geo-locations and social media connections. We begin by going back to basics, exploring the reasons and ways we use and misuse data. We then turn our focus to flexible computational tools for data collection and visualization and how they can provide unique help in answering important questions such as what causes war and violence, who represses human rights, and what parties are likely to win elections. By the end of the class, students will be exposed to coding and computer languages that are often used in data analytics in industry, government and academia, including bash, Python and R.

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<tr>
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<td>29739</td>
<td>PS ARTSC 3 Credits: ETHNIC POL CNFLCT COMP PRSPECTV</td>
<td></td>
<td>Paler, Laura B</td>
<td>M</td>
<td>9:30:00 AM to 12:00:00 PM WWPH 4430</td>
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This is a Ph.D. course designed for graduate students in the department of political science that explores the causes and consequences of ethnic politics and conflict. The first aim of the course is to understand what ethnic identity is and how it becomes salient to political outcomes. The second goal is to examine the consequences of ethnic identity for outcomes like public goods provision, voting behavior, politics, and conflict. As we progress through the course we will also investigate factors thought to mitigate the adverse effects of ethnic identity and divisions, such as institutional design, increasing the salience of national or cross-cutting identities, and intergroup contact. We will address the core themes of this course in comparative perspective, drawing on analyses from virtually every global region, including Africa, South and Southeast Asia, the Middle East, Latin America, and the United States.

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<tr>
<th>Course Code</th>
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<td>28322</td>
<td>PS ARTSC 3 Credits: HUMAN SECURITY</td>
<td></td>
<td>Seybolt, Taylor B</td>
<td>M</td>
<td>3:00:00 PM to 5:50:00 PM WWPH 3911</td>
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Because of civil wars in several parts of the world, especially in Sub-Saharan Africa, the international organizations have reshaped their development agenda by emphasizing the importance of security and peace as preconditions for development. This approach was explicitly included among the aims of the United Nations by then Secretary-General Kofi Annan in his roadmap for the implementation of the UN Millennium Summit. In parallel, the concept of human security has been promoted by several Western governments, NGOs and independent commissions in order to take into account the need to address not only state security needs but also the vulnerability of individual humans in crisis situations. Aid policies have taken into account these evolutions, though the concept of human security itself has been discussed in a controversial way. The European Union is progressively integrating it into its security agenda and has started "securityising" its development agenda and African policy, including instruments like the Cotonou convention with African, Caribbean and Pacific states. This 1.5-credit course explores the reasons for the merging of security and development policies in the European Union and its Member States and the emergence of a European human security agenda within the wider context of the United Nations, World Bank and the OECD. The focus will be European policies towards crisis areas (Balkans, Caucasus, Middle East, Great Lakes Africa, and South and Southeast Asia) and peace building activities like: regulations about antipersonnel landmines, smallarms and light weapons, conflict timber and conflict diamonds, policies of conditionality and sanctions, assistance to transitional justice, peace building, security governance, and security sector/system reform in fragile states.

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<tr>
<th>Course Code</th>
<th>Title</th>
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<tr>
<td>10933</td>
<td>PS ARTSC 3 Credits: THEORY OF INTRNATNL RELATION</td>
<td></td>
<td>Gochman, Charles S</td>
<td>Th</td>
<td>9:30:00 AM to 11:50:00 AM WWPH 4430</td>
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</table>

This course introduces students to the major theories of international relations(IR). The course will provide students with an understanding of the history of IR, focusing on the often intense theoretical and methodological debates that have shaped the field. It will also provide students with a critical understanding of key concepts in international relations-including anarchy, power, cooperation and information-and how different understandings of these concepts animate different theoretical perspectives. Students will be challenged to think about how to construct and evaluate theories, as well as methodological questions about the search for causal explanation in international relations. Readings will be drawn from the "classic" works of international relations theory, as well as from more recent research that proposes critiques and refinements of these theories.

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
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<tr>
<td>28303</td>
<td>PS ARTSC 3 Credits: SECURITY &amp; INTELLGNC STUDIES</td>
<td></td>
<td>Grauer, Ryan Daniel</td>
<td>Th</td>
<td>6:00:00 PM to 8:55:00 PM WWPH 3800</td>
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This PIA course is offered by the School of Public and International Affairs. Please contact them for further details.

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<tr>
<th>Course Code</th>
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<tr>
<td>29781</td>
<td>PS ARTSC 3 Credits: HUMAN RIGHTS</td>
<td></td>
<td>Goodhart, Michael E</td>
<td>M</td>
<td>2:00:00 PM to 5:00:00 PM WWPH 4430</td>
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</table>

This course seeks to understand human rights politically by surveying the vast normative and empirical literature on the topic. It is designed to provide a comprehensive overview of the topic that situates human rights within and beyond the existing political science literature on the subject. We’ll read works by international relations scholars (e.g., on treaty ratification and compliance), comparativists (on studying human rights performance and violations), moral and political philosophers (on justifying human rights), lawyers (on the international human rights regime), anthropologists (on the translation of human rights from global to local contexts and on the so-called “social life of human rights,”) sociologists (on human rights and social movements), historians (on the evolution of the human rights regime), and critical theorists (on human rights as neo-imperialism) in trying to make sense of human rights as a political phenomenon. Students will create research proposals and literature reviews for research projects on human rights. Students from all disciplines are welcome.

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
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<td>29435</td>
<td>PSY ARTSC 3 Credits: CONFLICT RESOLUTION</td>
<td></td>
<td>Schumann, Karina Natasha</td>
<td>TTh</td>
<td>1:00:00 PM to 2:15:00 PM CL 116</td>
</tr>
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</table>

This course explores the psychology of conflict and its resolution, with a focus on conflict in our interpersonal relationships. Topics include the nature of conflict, barriers to conflict resolution, the benefits and costs of various responses to conflict (e.g., forgiveness, revenge, apologies), and factors that predict constructive vs. destructive responses to conflict. Classes will include a lecture component but will often follow a seminar format, where students will have an opportunity to discuss ideas, read and comment on relevant research articles, and develop a research proposal on a topic of personal interest.
In recent years more and more attention has been focused on the Nazis and their policy of mass murder. Along with that interest, there has come a spate of questions regarding the perception and response of the Allies to Hitler. This course is an attempt to look at the situation on this side of the Atlantic before, during, and after WWII. We shall explore the Holocaust in Europe, but focus on American policy and American policy makers such as F.D.R. in the 30's and 40's and look at those factors which influenced our reaction. There will be an opportunity to explore some of the issues and questions that the Holocaust raises for Americans today. In addition to selected films, there will be an opportunity to meet survivors of the camps.

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

A description is not available at this time.

This course examines artistic works produced in prison and artistic works about prison, addressing both the allure of the criminal world as a form of entertainment and the function of art within prison as escapism and survival technique. In structure the course is broken into three parts: the first part concentrates on prison writings and the second part focuses on the forced-labor camp system known as the Gulag in the Soviet Union; and the third part examines Europe (Germany and Eastern Europe) during the Holocaust.

By next semester the campaign will be done, a new president chosen, and, on January 20th, sworn into office. The campaigning is broken into three parts: the first part concentrates on prison writings and the second part focuses on the forced-labor camp system known as the Gulag in the Soviet Union; and the third part examines Europe (Germany and Eastern Europe) during the Holocaust.

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

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

This course focuses on modern social movements, including the American civil rights movement, the women's movement, the gay and lesbian rights movement, the environmental movement, and the global justice movement. Empirical studies of these movements will be used to explore such general issues as how social movements emerge, grow and decline.
Today democracy is in trouble in many countries. A generation ago, many people thought democracy was triumphing all over the world. Now things look a lot less certain. How can we understand the problems of the current moment, not just in the US but on every continent? Over the past several centuries people refashioned their political institutions, often in bitter conflict with champions of older systems and sometimes in equally bitter conflict against champions of other kinds of change. Social movements played major roles in these big developments. This happened in several big waves involving many places at the same time. The latest such wave began in western Europe in the mid-1970’s, picked up steam in South America in the 1980’s, included the overthrow of Communist regimes in Eastern Europe at the end of that decade, and embraced Asian and African countries as well. After past democratic waves, powerful antidemocratic forces emerged and pushed back, only to be pushed back in turn by renewed democratic advances. We will look closely at these large struggles of democratic and antidemocratic forces to give us new perspectives on the processes, prospects and perils of the current moment.

This course will examine the scope of cybercrime and its impact on today’s system of criminal justice. Similarly, the vulnerabilities to cyber-assault will be examined. Topics include the use of computer technology to commit crimes such as ‘hacking’ and other computer based criminality, as well as means of committing more traditional violations of law. Also included will be an analysis of the legal considerations facing law enforcement officers who are tasked with meeting the challenges of discovering, investigating and prosecuting cyber-crimes. Since our economy and security enterprises are so dependent on the electronic dissemination of information, effective measures to secure this vital resource will be explored. Given the fact that funds are transferred electronically, the electronic transmission of finances will be examined as well as the more basic methods of raising funds and laundering same to advance terrorist activities throughout the world.
<table>
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<tr>
<th>Course Code</th>
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<td>26178</td>
<td>PIA GSPIA</td>
<td>3</td>
<td>Williams, Philip</td>
<td>W, 6:00:00 PM to 9:00:00 PM</td>
<td>WWPH 3430</td>
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<td>25315</td>
<td>PIA GSPIA</td>
<td>3</td>
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<td>Th, 6:00:00 PM to 8:55:00 PM</td>
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<td>13558</td>
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<td>17467</td>
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<td>Seybolt, Taylor B</td>
<td>T, 12:00:00 PM to 2:55:00 PM</td>
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<td>Skinner, Charles B</td>
<td>T, 9:00:00 AM to 11:55:00 AM</td>
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<td>30493</td>
<td>PIA GSPIA</td>
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<td>Kenney, Michael C</td>
<td>T, 6:00:00 PM to 9:00:00 PM</td>
<td>WWPH 3200</td>
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<td>Alfredson, Lisa Stephanie</td>
<td>M, 12:00:00 PM to 2:55:00 PM</td>
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<td>Liberatore, Beth Terese Lebowitz,Lawrence M Horensky,Jaime M</td>
<td>T, 4:30:00 PM to 6:20:00 PM</td>
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## 5. Health and Well-Being

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<td>AFRCNA 1201</td>
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<td>German, Felix Fernand</td>
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<td>29728</td>
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<td>25039</td>
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<td>Musante, Kathleen</td>
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<td>25378</td>
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<td>Neidich, Deborah Lyn Alter, Joseph</td>
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<td>30515</td>
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A description is not available at this time.
This course is designed to provide students with a sociological perspective on medical beliefs, practices, and delivery systems. The practice of medicine is embedded in a particular social system, and social factors have an effect on our understanding of illness, the distribution of illness in the population, how/whereby whom medicine is practiced, and also how it is paid for. In addition, ethical decisions about life and death are based in social belief systems which evolve historically in response to technological developments and changing practice possibilities. Students in this course will develop an understanding of how medical practices can be interpreted within a social and historical context, and will apply this knowledge to issues which are current in medicine today: the crisis in health care delivery, the effects of technological advances on conceptions of health and illness, the treatment challenge of multicultural patient populations, and ethical dilemmas in medical decision-making.

A description is not available at this time.

A majority of the world's population lives in developing countries, on less than $2 a day. This course will use microeconomic tools to gain a better understanding of the lives of the world's poor and of the challenges faced in the process of economic development. This course will explore topics such as health, education, and gender, as well as investigate the functioning of labor markets, credit markets and government institutions. This course will also cover empirical methods to evaluate the effectiveness of policy interventions, using applications from developing countries around the world.

The gap between rich and poor countries has increased dramatically in the postwar period. Between 1960 and 2000, per capita income in the poorest countries has remained stagnant, while per capita income for the 5 or 10 richest countries has been multiplied by a factor of around 3. For instance, per capita income in the United States was around 70 times higher than in Tanzania in 2000. Understanding the sources of such wide cross-country income inequality is an essential task in modern economics. This class explores frontier research on economic growth and development. Topics include: technology adoption, human capital, fertility, disease, legal institutions, urbanization, trade and growth, agricultural development, sectoral productivity, financial development, and provision of infrastructure. By the end of the class, students are expected to submit a research project in one of these topics.

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

The goal of this course is to gain expertise in the methods of Geographic Information Systems using the GeoTRANS and ArcGIS software packages on PC based workstations. No previous computer classes are required. Students will be graded on the basis of approximately 5 computer assignments, in-class exercises, a project, and final exam. This course is a core course for the GIS Certificate.
This course is an introduction to current political and policy issues concerning health care in the United States. The course will focus on the impact of the affordable care act, and other policy reforms on the delivery of health care, and on continuing political controversies over health care.

The global economy is premised on an increasingly globalized consumer society. This is nothing new. Marx and Engels in 1848 highlighted the role of psychological and social factors in the development and progression of medical disease. Students are expected to be acquainted with the basics of experimental design and the critical evaluation of psychological literature. Class format will consist of both lecture and discussion. The course will cover three main topics: (1) Conceptual Underpinnings of Health Psychology, (2) Psychosocial Factors and Specific Diseases, (3) Evaluating Behavioral Medicine Interventions, each with approximately equal emphasis.

The goal of this course is to introduce students to the major questions and methods which have guided the research in Health Psychology, a field which examines the role of psychological and social factors in the development and progression of medical disease. Students are expected to be acquainted with the basics of experimental design and the critical evaluation of psychological literature. Class format will consist of both lecture and discussion. The course will cover three main topics: (1) Conceptual Underpinnings of Health Psychology, (2) Psychosocial Factors and Specific Diseases, (3) Evaluating Behavioral Medicine Interventions, each with approximately equal emphasis.

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

The content of this course is designed for those students planning to take the MCAT, as the MCAT now requires a Medical Sociology component. Health Care is of the most debated subjects in the US. The US is the only industrialized nation to not offer its citizens basic health care services. At the same time, we possess some of the latest and greatest medical technology, pharmaceuticals, and services in the world. This course is designed to provide students with a sociological perspective on medical beliefs, practices, and delivery systems. In addition, this course will introduce the subject of Catastrophic Medicine. Catastrophic Medicine deals with health delivery in situations where there is economic, political, social and/or natural disaster turmoil. Material will be drawn from situations of extreme poverty, refugee flows, and comparative health care systems. We will introduce sociological literature from social movements, democratization, public sociology, and ideology and social change.

The global economy is premised on an increasingly globalized consumer society. This is nothing new. Marx and Engels in 1848 had noted how the bourgeoisie had 'given a cosmopolitan character to production and consumption in every country'. The exchange of goods in pre-industrial societies forms the basis for establishing identities and kinship networks. Similarly, we are socialized early to buy things to express ourselves, to help form individual and social identities, or to signal membership within subcultures. Once the preserve only of affluent societies, in markets, stores, and malls around the world, as global citizens we buy things to feel good, and gift things to make others feel better. Increasingly, we need this consumption to be sustainable.

The course is designed to introduce students to the major questions and methods which have guided the research in Health Psychology, a field which examines the role of psychological and social factors in the development and progression of medical disease. Students are expected to be acquainted with the basics of experimental design and the critical evaluation of psychological literature. Class format will consist of both lecture and discussion. The course will cover three main topics: (1) Conceptual Underpinnings of Health Psychology, (2) Psychosocial Factors and Specific Diseases, (3) Evaluating Behavioral Medicine Interventions, each with approximately equal emphasis.


### Course List

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<tr>
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Since the inception of Elizabethan Poor Laws, societies, governments, and charitable organizations have struggled with the welfare paradox. In 1601, for the first time, a government acknowledged the need for a macro-secular effort for assigning the burgeoning populations of the poor, as charities, often with religious overtones, proved unequal to the task. This course focuses on the underlying assumptions of programs designed to assist and evaluate the poor, reviewing the similarities and distinctions of various programs, always addressing their effectiveness and their ability to ameliorate the conditions of their targeted populations. In particular, focus is on Colonial America, the Civil War era, the dawn and evolution of America into the industrial age, and early programs of the New Deal.
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A description is not available at this time.